

**ATTITUDE OF SERVING AND PROSPECTIVE ELEMENTARY
SCHOOL TEACHERS IN MIZORAM TOWARDS TEACHING
PROFESSION**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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MZU Regn. No. - 2749 of 2004-05

Ph.D. Regn. No. - MZU/Ph.D./886 of 19.04.2016



**DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION AND HUMANITIES
DECEMBER, 2020**

**ATTITUDE OF SERVING AND PROSPECTIVE ELEMENTARY
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PROFESSION**

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In partial fulfillment of the requirement of the Degree of Doctor of
Philosophy in Education of Mizoram University, Aizawl.

SUPERVISOR'S CERTIFICATE

This is to certify that Mr. J. Lalsangzuala has completed his thesis entitled **“Attitude of Serving and Prospective Elementary School Teachers in Mizoram towards Teaching Profession”**, Regn. No. MZU/Ph.D./886 of 19.04.2016 under my supervision and the thesis is worthy of being considered for the award of Ph.D. degree. This research work has not been submitted for any degree of any other university.

This research work is being submitted to the Mizoram University for the award of Doctor of Philosophy in Education.

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DECLARATION

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I, J. Lalsangzuala, hereby declare that the subject matter of this thesis is a record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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ACKNOWLEDGEMENT

Completion of this thesis was possible with the support of several people. I would like to express my sincere gratitude to all of them.

First of all, I am extremely grateful to my research guide, Prof. Lalbiakdiki Hnamte for her valuable time, guidance, scholarly inputs and consistent encouragement I received throughout the research work.

I want to thank all the Principals of DIETs and the Headmasters of some elementary schools for their support and the facilities provided to carry out the research work at their Institute and schools. Faculty members of these Institutes have been very kind enough to extend their help at various tasks for this research, whenever I approached them, and I do hereby acknowledge all of them.

I want to thank student teachers of all DIETs and teachers of sample schools for answering consumable booklet of ATTP and made this study a success.

I want to thank my parents, my wife, my two daughters and friends for their constant encouragement and support without which this would not be possible.

Above all, glory to the Almighty God for the showers of blessings and success of my research work.

(J. LALSANGZUALA)

Scholar

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CHAPTER – I

Professional success of a person in his profession depends mainly on his professional knowledge, fullest devotion and dedication along with his efficiency and effectiveness. Teaching always occupies an honourable position in the society; therefore, Education commission (1964-66) recommended the introduction of “a sound programme of professional education of teachers”. It further remarked that investment in teacher education can yield very rich dividends because the financial resources required are very small when measured and yet the resulting improvements in the education of millions.

Teacher always admire her favourite teachers and tries to teach in the way in which she was taught by following their footsteps, this tends to perpetuate the traditional methods of Teaching. But, having such attitude sometimes becomes an obstacle in teaching-learning progress, when a situation with new and dynamic methods of instruction was needed. This situation can be modified through an effective professional education, as it initiate the teacher to the needed revolution in teaching and lay the foundations for his future professional growth. Teaching has been considered as an important factor which is essential for the preservation and development of the intellectual life and civilization of mankind. The knowledge we gained and the experience we have is passed down from one generation to another generation extensively through teaching. The successful educational system depends mainly upon the factors like the teacher, the pupil, the curriculum and other facilities. The teacher is most important factor on whom the entire educational system rests.

According to Delors Commission (1996) education must be organized on four fundamental types of learning which in a way will be a pillar of knowledge throughout a person’s life such as “learning to know, learning to do, learning to live together and learning to be”. The concept underlying this view is common with the true meaning of vidya.

“No people can rise above the level of its teacher”. The role and status of teachers as per the National Policy on Education 1986, is besides being commendable, an eye-opener to all of us who are engaged in the teaching profession.

1.1 THE TEACHER

Traditionally a teacher was called “Guru”, in Sanskrit "Guru" means teacher. "Gu" means darkness (ignorance) and "Ru" stands for light; a Guru is one who dispels darkness of ignorance with his light of knowledge. That is the reason why the teachers were considered as torch-bearers to illuminate the humankind. She was expected to train the pupils in good behaviour and naturally to possess those qualities himself. As the saying goes “If you educate a boy, you educate an individual, if you educate a girl you educate the whole family and if you educate a teacher you educate the whole community”. In an ancient India the teacher was regarded as a holy person and was sometimes compared to a God. Thus, teacher was regarded as the most perfect living being in those days and therefore teaching was also considered to be a holy profession.

The teacher in the Indian Society has a very pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experience from one generation to another till today. Children are the potential wealth of a nation. They are greatly influenced by their teachers. A teacher is not only a guardian of national values but is also an architect per excellence of new values. A teacher can help our country in the process of reconstruction and reformation especially in the moral values.

Dr. Radhakrishnan (1948) has aptly remarked “The teacher’s place in society is of vital importance. He acts as the point of the transmission of intellectual, tradition and technical skills from generation to generation and helps to keep the lamp of civilization-burning” (Rawat & Srivastava, 1984).

1.2 TEACHERS- THEIR IMPORTANCE

A teacher can be honourably called as a nation builder. Great men have built nations based on the right path shown by the teachers' love, perseverance and sacrifices. Development of a nation and society flourish and prosperous, all these begins with development and increase in knowledge inculcated through teachers. Eventhough knowledge and a skilled society with vision and aspirations bring about the success of a nation. It should be endorsed that knowledge cannot be acquired if not sought by the teacher. It is therefore essential that everyone puts an effort into seeking knowledge, appreciating teachers' importance for the present and the future generation and to become educated and honest. Teachers can be termed as representatives of the society, huge amount of attention has to be paid to education in the development of a society and for doing so no one is more suited to play a vital role then a teacher.

Teachers play multi roles in society which are academic, pedagogical and sociological in nature. The academic nature comprises teaching, counseling and supervisory roles, while pedagogical nature deals with providing instruction, evaluation and facilitating learning. The sociological nature deals with the role that teachers play in socializing students to participate in the ways of life of the development of society or community. Students are greatly affected by the love, affection, character competence and moral commitment shown by the teachers towards them. Committed teachers can become a role model for the students and that the students will try to follow her footsteps in his attitude and in the way he deals with everyday situations.

Teachers were always held in high esteem in the society. Even in an ancient time, the kings and emperors would look up to teachers for their advice and guidance. History has shown the importance of teachers and the vital role they have played to nations all around the world. We can say that teachers have contributed in building nations through the tremendous work they have done.

The most important role they played is inside the classroom as well as in the lives of their students. Teachers put up with a huge responsibility of educating the children who are placed in their care. The importance of teachers can be best explained through the roles they played as-

Making learning fun: The task of a teacher is not only confined to teaching the subject matter but also to prepare children for creating a better tomorrow. Explaining a concept through boring lectures method or we can say in a traditional way has become a thing of the past. In order to inculcate better learning, teachers make their class exciting & fun through innovative teaching method and interventions of new learning process by constantly developing themselves.

Drawing Real-life connections: Good teachers are always closest companions of the students. They make learning easier by connecting the subjects to real-life situations. They cite examples which can be easily understood by relating to everyday life.

Encouraging the Students: Students often seek for encouragement and support from teachers. Reinforcement words of appreciation like ‘come on,’ ‘good job,’ ‘well done,’ and ‘keep it up’ do wonder in the encouragement of students and are worth a lot in their life. Guidance given by the teachers motivates the students in accomplishing their most significant achievements. When a student’s fail, they do not looked down instead stand with them, encourage them, and boost their confidence until they succeed. They always show the students best and safest path for their life. They always try to help students to achieve beyond their capabilities.

They change the Scenario of life: It has been said that ‘the future development of a nation truly lies in the hands of good teachers.’ The teachers impart information & data in the minds of children to analyse the state of affairs. They make stunning statues from an unshaped stone. They increase students’ knowledge and enable a proper flow of knowledge from one generation to another.

Track Improvement and Setting Performance Goals: Good teachers always remind their students that they have come a long way from where they've started. The teachers set goals, emphasizing improvement, keep self-evaluation they monitor every minute progress of the children in order to achieve the goals and at the same time act as a confidence booster. Teachers also help them by setting smart goals that can be easily achieved. They create challenging assignments and works for students that help them in solving difficult conditions in life.

1.3 TEACHING AS A PROFESSION

A profession is any type of work that requires a long time and extensive period of training and study which makes its practitioners gain mastery and specialized knowledge and skills. A member of a profession is called a professional. A profession should have characteristics like: it requires an intensive education and training, it is licensed and certified, It has an effective entry procedures, it is guided by some codes of conduct, it has strong bodies protecting its interest, it is independent and has freedom of practice, it is a life chosen career for its practitioners and it is highly regarded in the society (Erden, 2007).

Teachers, who enable interaction among the main elements of educational system such as student, educational program, teacher and environment (Posner, 1995) and who take on the task of educating young individuals that the society needs, have a distinctive place and importance within. Teaching profession began to develop with the emergence of education as a field of profession and vocation. Before, It has been argued whether teaching should be considered as a profession or not. But, later it was agreed that teaching is a distinctive profession and that it possesses all of the qualities that a profession should possess (Tezcan, 1996). Teaching profession could be described as “*a professional occupational group of education sector possessing social, cultural, economical, scientific and technological dimensions*” (Hacioglu, 1997; as cited in Erden, 2007).

Teaching is considered as the most challenging profession where it combines all other professions in order to help the growth of a child. Important skills viz. communication skills, managerial skills and writing skills are all needed to be a teacher.

Bawa (n.d.) had shared an article in yourarticlelibrary. As his article showed, the following are the top characteristics of teaching as a profession:

- **It involves an intellectual operation:**

Teaching requires and arousal of interest and intellectual operation teachers award of suitable plans of action for carrying out teaching by creating a conducive and supportive teaching learning environment to achieve specified objectives and goals in bringing about changes in the behaviour of the learner. Therefore teaching is essentially an intellectual operation.

- **It draws material from a variety of science:**

Teaching is not only an art but also a science as an art it requires teachers to develop skills which are cold tricks of the trade teachers need to be trained properly in order to achieve pre-specified objective and to learn some tricks which are required in the teaching learning process. As a science it goes through certain steps which are specified in the training process of a teacher. Steps of teaching are taught in a systematic way and teachers are well versed with these steps based on training provided to them. Teacher training is a goal directed process and it requires proper planning to reach the goal.

- **It renovates raw material into a practical and definite end:**

Learners are considered as raw materials in the teaching profession. The role of the teacher is to teach with effectiveness to transform this raw material into practical and definite and by means of providing the right kind of knowledge and training to the students or learners in order to achieve this goal.

- **It holds an educationally communicable technique:**

Teaching is considered as a science teaching techniques are systematic and certain steps are followed in the teaching procedure. Therefore teaching can be considered as a profession which is easily communicable as it has a wide application.

- **It inclines towards self-organisation:**

Standards of teaching are maintained by respective teachers as it involves a self-organisation and evolving of mechanism in order to sustain and promote teaching profession. Teaching as a profession demand sensitivity of personal involved in teaching activities towards growth and development of the profession.

- **It performs a social service:**

The growth and development of a society and its March towards development highly depends on the type of teachers that are present in the society. Growth of a society will go on the right track if teachers serve their purpose in their society. Teaching brings about a sense of societal service to the minds of teacher as teaching is essentially a social service. General interest comes before self-interest of the teacher and a search teaching can be considered as basically a social service.

- **It consists of a lengthy period of study and training:**

One of the chief characteristics of teaching as a profession is that this particular profession requires a lengthy period of study and training. Therefore a person willing to take up this profession has to study for a number of years in order to acquire the mastery of the subject matter.

- **It possess a high degree of autonomy:**

Teaching as a profession comes along with autonomy from any form of intervention such as teaching activities planning of activities identifying of instructional objectives and development of Curriculum as well as transaction of the curriculum and evaluating student performance.

- **It has a common code of ethics:**

A code of professional ethics is a charter of rights and duties that protects professional autonomy and freedom. Teaching as a profession comes along with a code of professional ethics which guides the behaviour and conduct of teachers. This ensures development of a high degree of regard and social status of the profession and the professionalism in the long run.

- **It promotes in-service growth:**

An extra-ordinary literary genius R.N. Tagore says, “A lamp can never light another lamp unless it continues to burn its own flame; a teacher can never truly teach unless he is still learning himself”. Teaching as a profession requires the growth and development of teachers. Teachers have to engage in self-study and self-learning in order to keep themselves up to date with recent trends and innovation. Teaching as a profession requires in-service growth in order to promote continuous development of teachers.

1.4 MEANING AND IMPORTANCE OF ELEMENTARY EDUCATION

Elementary education refers to the first phase of compulsory education that children obtain during the few years of starting schooling. This education has specific goals that meet the special needs that children have. It is the foundation upon which the rest of the education system is built. The period taken to complete this primary education differs from country to country, for instance in countries like Canada and the United States, elementary education goes for a period of six to seven years once children have begun schooling. In India, elementary education is provided to children in the age group of 6 – 14 years. It usually covers class I to VIII, in the formal school system. This level can further be categorized into two levels – primary and upper primary. Primary level spans 5 years of schooling, for children in the age group of 5-11 years, and upper primary spans 3 years, for the children in the age group of 12-14 years. Elementary Education is more popularly known as primary education in India.

Elementary education is the beginning of compulsory education and the first primary education occupying the baseline in the entire structure of national education. It requires special attention because, in this period, tremendous cognitive development, in shaping of reason, intellect and social skills takes place in the child's life. During this time, structured and sequential implementation of basic skills takes place and the foundation for life-long learning is laid. At the elementary stage, the three language formula has been adopted. It means teaching of the three languages- mother tongue/home language, a modern Indian language and English. Art education, health and physical education, work and peace education are also included in the elementary curriculum.

Since Vedic period till today it has been accorded high priority in the entire structure of education. After independence especially after the development of National Policy on Education (NPE) 1986, the importance of elementary Education has raised than its past position. The Government has realised that elementary education is the only field of investment to give right shape for democracy in the country. Realizing the importance of elementary education, the 86th Amendment Act, 2002 in our Constitution has made education a fundamental right. Under this, education is free and compulsory for all children in the age group of 6-14 years.

The benefits of this education cannot be underestimated and all efforts are directed at ensuring that this education gets universally recognized (Cohen & Malin, 2010). Elementary education forms the foundation for gaining basic knowledge without which the dream of children will become impossible. Elementary education can be compared to the first stride that a person takes in life, it is impossible for people to run without first learning how they can walk (Long, 2000). Elementary education offers children an opportunity to have a group that is stable to interact with by offering children a stable peer group interaction, playing, and sharing. Adults who are associated with elementary education assist to develop the essential traits in children like trusting older people besides their grandparents and parents. Elementary education enables children to make friends who facilitate acquisition and development of vocabulary as children attend preschool. As children converse with

their peers, they also learn how to make personal decisions, as well as choices. They are also able to participate and enjoy various activities and games with their friends. When in school, their listening ability develops, they also acquire the concept of sharing and turn taking. In addition, when children receive recognition and encouragement from their teachers, it helps them to develop self-confidence and set personal goals. Elementary Education is more popularly known as primary education in India.

Elementary education promotes rapid development of fine and gross motor skills in children as they do numerous activities and plays. This includes singing of songs and saying of rhymes that provide children with a sense of direction and space. On the other hand, elementary education enables children to enhance their reading abilities and math skills. However, the quality of the education they get depends on the school chosen; therefore parents and guardians have to look for quality which is an important factor. Furthermore, this education is a lifelong treasure since it determines the future that a person will have. It shapes a person into an effective member of the society because the knowledge obtained at this level is like a form of wealth.

When children are in school, it gives mothers an opportunity to be away from their children thus, enabling the children to develop independence. Mothers on the other hand become stress-free as they entrust their children to schools and are not constantly worrying about their children's welfare. Therefore, by being in school, mothers offer their children an opportunity to gain knowledge, which is the foundation of all other forms of learning that a child gets in life. It therefore enables children to form dreams and work towards achieving them and making them a reality (Harmon & Jones, 2005).

Elementary education is useful in ensuring that people are not illiterate, the quality of primary education they get determines the level of their intellectual capacity even when they are adults. The role and value of elementary education varies from one culture to another .nonetheless, it is essential since it is regarded as a

venture that pays well. Having access to this basic knowledge helps people in making wise decisions regarding issues that they face later in life. For instance, a mother has to have information on ways of maintaining hygiene so as to prevent spread of diseases among her family members. In addition, people are also able to select effective officials to present in their governments (Cohen & Malin, 2010).

Elementary education is essential since children are the hope of the future and the vital resource that a nation can have. Therefore, they have to be educated so as create a nation that is focused by having citizens who are able to participate in nation building. Many nations focus on investing in other sectors whereas the elementary education is given minimal attention. This is especially common in developing countries. Consequently, the impact becomes adverse when a nation comprises of a population whose greater percentage is illiterate. Illiteracy is the backbone of many errors that people make due to lack of information. Consequently, a lot of suffering occurs when for instance, people do not know their rights due to ignorance and lack of education. They end up suffering in abusive situations like poor working conditions and relationships. There is also the spread of disease like the HIV and Aids due to high levels of illiteracy. All these can be avoided if people get at least the basic education that will enable to read and get informed (Long, 2000).

Elementary education forms the basis through which the material that children learn paves way for high school and college material. Usually, the skills, attitudes and knowledge that children gain in elementary schools provide a foundation for success in the future. The majority of student remain unexposed to higher learning , as well careers because they grow in environments where majority of people lack professional careers or college degree. Therefore, the adults who handle children in elementary schools serve as the first exposures of people who have attended college and have a career, hence, offer children with advice in education and career options. Furthermore, some of the elementary schools have counselor who serve as managers in handling cases. They are trained to assist children in three major domains: academic excellence, social/personal development and career selection (Cohen & Malin, 2010).

1.5.0 ATTITUDE

Attitude can be said as specific human mental state. It is an opinion or feeling of a person towards others, task, ideas, object or something. It encourages and motivates the behaviour and performance of an individual. Attitude has also been defined as a learned tendency to evaluate things in a certain way that includes evaluations of people, issues, objects, or events. Attitude is often positive or negative, but they can also be uncertain at times. For example, one might have mixed feelings about something or someone. The degree of an individual's attitude can vary from extremely positive to extremely negative.

The term 'attitude' has been used by many psychologists in several connotations and there are a number of agreed definitions of the term. Attitude is one of the regions of interest in education. Allport (1967) a foremost provider in the study of attitude, referred to the subject 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."

According to Anastasi (1968), "Attitude is often defined as a tendency to react favourably or unfavourably towards a designated class of stimuli, such as a national or ethnic group, a custom or an institution."

The term attitude is defined by Freeman (1962) as "a dispositional readiness to respond to certain situations persons, objects or ideas in a consistent manner, which has been learned and has become one's typical mode of response."

Droba (1933) opined that "an attitude is mental disposition of the human individual to act for against a definite object."

Thurstone (1928) said, "An attitude denotes the sum total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and other any specific topic."

According to Munn (1966), “Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service or institution.”

1.5.1 NATURE OF ATTITUDE

In an article from gktoday (Attitude: Definition, nature and characteristics, 2015) the nature of attitude were described as-

- Attitudes are a complex mixture of things we tend to call personality, beliefs, values, behaviours, and motivations.
- An attitude exists in everyone’s mind. It helps to describe our identity, shows our path and influence how we judge people.
- Although attitude cannot be seen from the outside, we can view a person’s attitude from his or her consequential behaviour.
- Attitude helps us to define how we see situations or objects, as well as define our behavior towards that situation or object.
- Attitude provides us with internal cognitions, beliefs and thoughts about people and objects.
- Attitude causes us to behave in a particular way toward an object or person.

1.5.2 CHARACTERISTICS OF ATTITUDE

Attitude has its own characteristics an article from gktoday (Attitude: Definition, nature and characteristics, 2015) point out different characteristics of attitude such as-

- **Affective Cognitive consistency:** The degree of consistency between the affective and cognitive components influences the attitude—behaviour relationship. That is, the greater the sameness between cognition and evaluation the greater the relation of the attitude-behaviour is stronger.
- **Strength:** Attitudes based on direct experience were held with greater certainty. As certainty is also influenced by the involvement of affect or

cognition, attitudes formed based on affect are more certain than that of attitudes formed based on cognition.

- **Valence:** It refers to the degree of likeness or unlikeliness toward the body /incident. If a person is quite unconcerned toward an incident then his attitude has low valence.
- **Direct Experience:** An attitude is an abstract of a person's experience; thus, an attitude is grounded in direct experience and predicts future behaviour more accurately.
- **Multiplicity:** It refers to the amount of factors which create the attitude. For example, a student may show interest in becoming an engineer, another student not only shows interest in becoming an engineer, but also works hard and becomes serious in order to become an engineer.
- **Relation to Needs:** Attitudes differ in relation to necessities they serve. Attitudes of a person toward the pictures serve only entertainment needs, but attitudes of an employee toward a job may serve strong needs for security, achievement, motivation, recognition, and satisfaction.

1.5.4. TYPES OF ATTITUDES

Sir Winston Churchill has said that, "Attitude is a little thing that makes a big difference" (Langworth, 2008). Attitudes are primarily our response to people, places, things, or events in life. It may also be referred to as an individual viewpoint, mind-set, beliefs, etc. Our attitude towards things determines the choices that we make. In an article, Nadeem (2016) showed that attitude is composed of three types, which include:-

Positive Attitude: The Persons who possessed positive attitude will explore good things in others and will not search for their weakness nor go after negativity. People with positive attitude have the following characteristic.

- Move forward with confidence and optimism.
- Remain joyful and happy
- Sincerity in their work.

- Blessed with sense of responsibility
- Remain flexible in their approach.
- Determined in their tasks.
- Most Reliable persons.
- Tolerance.
- Willing to adapt according to the new challenges and situations.
- They are very modest and keep themselves in low profile,
- Exercise great degree of diligence.

Negative Attitude: Persons with negative attitude always be searching weaker areas of others personality and are not inclined towards positive elements. Their focus remains on bad people and avoids good people. They avoid changing to new situation and challenges; rather they complain about change and put that blame on others for their failure.

Person with negative attitude are always prone to high degree of anger and carry the sentiments of hatred for others or task. They are choked with pessimism and their behaviour is burdened with frustration. They are always worried about the credibility of others and often get jealous of others' achievements.

Neutral Attitude: These types of persons are very balanced in their approach. They remain indifferent to problems and wait for others intervention regarding resolutions. Such type of persons remains self-satisfied and pleased. Their attitude is composed of indifference and detachment. Another striking element of their attitude is serene and unemotional type of posture which makes them very balanced.

1.6 THE EFFECTS OF TEACHERS' ATTITUDES ON STUDENTS' PERSONALITY AND PERFORMANCE

Karsli (2007) explained the Science of Education as an area of expertise formed on the basis of two notions, "education" and "instruction" . Education is a

kind of activity that aids the present and new generations obtain the necessary information, ability, attitude and understanding and develop their character while preparing them for communal life. Teaching, on the other hand, is the process in which the individual develops talents (obtained during the education phase) in proportion to their capacity. In the whole system of education, one of the most important factors in education and teaching activities is the teacher. A teacher, who enables students to reach cognitive, sensory and behavioral aim and gains within the range, determined by the educational system (Gundogdu & Silman, 2007). In the present day a modern teacher surpasses this definition as well. The teacher has gone beyond just teaching class, giving lectures, making exams and giving grades; the teacher also takes on the roles of organizing, managing, counseling, observing and evaluating. The teacher also has an important role in influencing the society, creating a ideal foundation towards the future of society and ensuring the continuation of such actions (Temel, 1988).

Family is the first institution of learning for a child. After the family, school is the first basic socialization institution for the child. Apart from the parents, it's the teacher who is effectively in the front seat in regards to his/her personality development and both academic and social performance. With the development and understanding of modern education, the duty and responsibility of being effective in not just the child's intellectual development but extends to development of character, which is solely put on the shoulders of the teacher. The fulfillment of this responsibility is only possible through the teacher's being able to develop healthy personality values themselves as well as providing efficiency in their relationships with students so as to allow them to develop their personality freely (Can, 2011).

A good education system also contains the factors like -the abilities and characteristics that are necessary in order to be a good teacher. A good teacher has eight basic characteristics, which are; Knowledge of material; Decision making; Critical thought and problem solving ability; Self understanding and self correction; Reflecting; Recognizing students and knowing students learning needs; Applying new finding in education; Teaching and communication ability. The teacher who

thinks critically and the self-governing teacher who realizes that the nature of knowledge and abilities, influence and directly affects his/her students and surroundings takes the responsibility for his/her own knowledge and abilities, creates positive relationships with his/her students and can impart these to students in the most efficient manner (Ari, 2008). In this whole process, the effect of the teacher in the development of student's personality and success of students is a fact that cannot be set aside. The teacher, through communication with students shape of their lives and thereby develops the ability to communicate research and be creative. Teacher, being a hero for the students the behavior and approach of the teacher is directly accepted and copied by students, which puts great responsibilities on the teachers. Many studies performed in the current day clearly show how mutual interaction in teacher-student relationships, teachers approach regarding students effect on students.

Teacher being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success. While working towards providing students at a certain development level information, experience and behavior on a certain topic, teachers become role models for students by way of their own behavior and attitude. Positive attitudes lead to success while negative attitudes lead to failure and as a result success can lead to positive ego attitudes while failure leads to negative ego attitudes (Gecer, 2002). Frymier's (1993) studied the effect of positive teacher behavior on the student's motivation level, he has concentrated on certain behaviors for teachers such as giving feedback for student works, complimenting, wanting to listen to students and being interested. He found that the teachers' nonverbal actions such as smiling, having a relaxed stance, various gestures and facial expressions come first in improving the learning experience for students whereas the topic of the class itself comes in second.

The student's performance is not entirely the result of teacher's work alone; performance may be the result of many other contributing factors, the first and most important factor which constitute largely is the attitude of the teacher. A positive

attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self confidence and as a result personality development. Teaching is much more than saying and explaining (Gundogdu & Silman, 2007). One of the most basic principles of teaching abilities is supporting of the student by the teacher and for the teacher to put for their positive expectations in order to motivate the student to learn (Yavuzer, 2000). While the positive behavior of the teacher allows her to create a positive relationship with students, it also allows for the teacher to delve on the positive behavior of students as opposed to the negative, taking on a reinforcing role for positive attitude as well. In the education system, good teacher knows the communication process well. The students have mixed emotions such as interest, fear, and worry, the teacher who tries to understand, supports, appreciates, approves of and compliments students will make the students feel that they are being thought of loved and felt that the teacher is working for their good. Students of such teacher will, taking the teacher as a role model, in turn be considerate of others, running to the aid of others, maintaining good relations and positive attitudes (Basaran, 1994).

1.7 THE ROLE OF TEACHER IN QUALITATIVE IMPROVEMENT OF EDUCATION

The National Policy on Education (1986) says that, "No system of education can rise higher than its teachers" (MHRD, 1988). Teacher occupies the most important factor in the system of education. It is the teacher whom we depend and matters the most as far as the quality of education is concerned. The Second Five Year Plan highlight as "At all times the teacher is pivot in the system of education". This is especially the case in a period of basic change and re orientation. Teacher refines instincts, prepare students for socially acceptable, inculcate values and bring their capabilities to their fullest for use in society and nation. The Secondary Education Commission (Madular's Report) 1952-53 also points out, "every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers". For imparting good education a good teacher is

needed first before anything else however important may be. Mudaliar's report (1952-52) stated rightly "We are convinced that the most important factor in the contemplated education reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community".

The positive, dedicated and qualified teacher always brings positive changes in the existing education system. Indian Education Commission- Kothari Commission (1964-66) rightly said "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."

The teacher is also a national integrator; he is the back bone of society. He stands as an outstanding figure among the people. He is their friend, philosopher and guide. The teacher actively shares the responsibility for reconstructing a social order, the values and traditional believes, which are being eroded by the surge of new ideals and practices. Teachers even take the role of counsellor and social reformer to the community. The teacher creates culture in the human beings. He preserves it and also promotes it. Society owes its culture and civilization to the tireless efforts of the teacher.

Once the conqueror of world Alexander the great said, "I am indebted to my father for living, but to my teacher for living well." thus teacher becomes the maker of man. The personality development of the students and children to the major extent is always influenced by the personality of teacher.

The teacher is the key factor in any education reform or its advancement, Saiyidain (1950) expresses that "the quality of the teacher in an educational system is a more important factor than all the other educational factors put together- syllabus, text-books, equipment and building".

Thus the effectiveness of the process of education is rightly seen in the effectiveness and commitment of its teachers. The entire system of education revolves around the teacher - his efficiency, commitment. Any expected change or improvement can be brought about from the view point of the teacher only.

1.8 MEANING OF TEACHER EDUCATION

Teacher education is the most crucial input for improving the quality of school education since the policies prepared for schools are to be implemented by the teachers, the teachers' needs to be prepared accordingly. The success and achievement of learner are determined primarily by teacher competence, sensitivity and teacher motivation.

The National Council for Teacher Education (NCTE) has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level (Lal, 2016). UNESCO defined teacher education as formal teacher training (pre-service or in-service) designed to equip teachers with the knowledge, attitude, behaviour and skills required for teaching at the relevant level. As defined by Collin and O'Brien (2003) teacher education is the intentional and unintentional curricula, instructional settings, and experiences that enable teachers to promote learning and change in others.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods and Kappa (1973) teacher education means, — ‘all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively’.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills are defined as a collection of teaching acts or behaviours deliberate to facilitate students learning directly or indirectly. Teaching skills would include providing training and practice in the different techniques, fields, approaches and strategies; it also includes effective classroom management skills, preparation and use of teaching materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would facilitate the teachers for practicing the teaching skills she possess in the classroom. The theory is stage specific and is based on the needs and requirements which depend upon the stage.

Professional skills include the different factors like - techniques, strategies and approaches that would help teachers to grow as a profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

1.9 IMPORTANCE OF TEACHER EDUCATION

The contribution of teachers in the development of a nation can never be set aside. Teachers build up good morals and values within the students, they help to shape and developed the good characters, they implant different skills and they build knowledge for the betterment of individual as well as the society. They also build up personalities both psychologically, bodily, expressively, publicly and very importantly spiritually.

The following items show the importance of teacher education and why it is necessary for all teachers to have effective teacher training programs. The sad truth is that not all programs in different institutions are created equal. To provide new enthusiastic teachers, they need to complete a teacher training program which provides them with knowledge, experience, and guidance (Samsujjaman, 2017).

The importance of teacher education is as follows –

- **Prevent failure:** Teaching is not an easy job; new recruited teachers face many challenges each day. Teacher education is the place where they are prepared to face these challenges; it helps the teachers to gain confidence in tackling many problems that arise for teachers each day. Without this background, teachers might feel like failures and eventually give up.
- **Avoid teacher burnout:** Teacher burnout is one of the important subjects which is addressed in effective teacher training programmes. This helps new teachers to understand what can lead to teacher burnout. In some cases, this may be like the stress of daily teaching. However, it can also be caused by other factors like vary of information and methods of teaching. Teacher training programs help the teachers to focus on particular subject areas like social studies or mathematics and different methods in which a subject can be presented.
- **Improve Teaching Skills:** There are lots of skills that are important and helpful to have as a teacher. In a teacher education program, all these skills are studied and learnt and teacher trainees are taught how you can develop and improve teaching skills. This helps the teachers to prepare for their classroom.
- **Provides supported practice in a controlled environment:** New teachers need practice teaching under effective mentoring in order to help them understand what is required from them in their new position. This occurs through teaching in

the actual classroom setting under the supervision of a mentor where feedback was provided each day to help student teachers to grow and learn.

- **Learn Latest Techniques:** Teaching is one of the oldest professions. Teaching methods were learned from people of the past, such as Socrates and Marie Montessori. However, new techniques of teaching are being researched and implemented in the classroom. During the course of studies, entirely new things are taught and when teacher trainees start teaching, they have all the techniques in their mind to draw from.
- **Stops costly experimenting on students:** While all teachers experiment with new lessons and techniques from time to time, teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. As most teachers know, it is very easy to lose your students at the beginning of a term. If you do exhibit competence, fairness, and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure is in what the student will not achieve in the classroom.

1.10. MEANING OF PROSPECTIVE AND SERVING TEACHER

Prospective Teacher

Prospective teacher are those teacher candidates who were enrolled in a teacher education program, they were also known as pre-service teacher or student teacher. Prospective teacher education means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These

programmes are intended to support and enhance teacher learning encourage in them a greater degree of self-confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

Serving Teacher

The moment a teacher has completed his training in an institution of education and got a teaching degree, like D.El.Ed./B.Ed. makes him enter into service as a teacher. After entering into service he is known as serving teacher or in-service teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

There are formal and informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for overall proficiency and betterment.

According to Lawrence (1972), “In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher’s college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.

1.11 RATIONALE OF THE STUDY

Teaching is perceived as a difficult job among people. Many reasons can lie behind for this for this perception. It can be said that teachers usually face several difficulties when they start teaching. They start to feel deprived, unaccompanied and isolated in the society. It may cause a negative attitude towards the teaching profession. Attitudes of teachers play a crucial role in the teaching profession. Negative attitude of a teacher may have a negative impact on one’s teaching.

Attitude towards profession means a person’s feelings, behaviours and commitment to the profession or job. The success of any system of education depends upon the quality of teachers, if a teacher is committed and have positive attitude then it is sure that his/her performance will be better and his/her efforts will be fruitful when she works in the teaching field.

Therefore, an effort was made to assess the attitude of serving and prospective elementary school teachers towards teaching profession. It is believed that prospective teachers prefer the teaching profession above most other professions and the ones who have intrinsic motives to adopt teaching as a profession were the ones that possessed high levels of positive attitude towards teaching. On the other hand the serving elementary school teachers need not possess high attitude towards as most of the present serving teachers got into teaching profession by opportunity not by choice. This study may provide information on the attitude of serving and prospective elementary school teachers and a searchlight towards developing a

positive attitude among prospective elementary school teachers towards teaching profession.

1.12 STATEMENT OF THE PROBLEM

The problem of primary education is much emphasized in India today, it being the 1st stage of formal education, where normally the child is enrolled in school at the age of five or six years. This is the most formative age when the entire growth, development and enrichment of mental as well as physical potentialities of the child converge. This is the stage at where the child starts developing knowledge and attitudes that should be possessed by all good citizens. Therefore, to attain the aspire goal; the role of the teacher is very significant and vital in imparting the right type of education.

Several positive steps were under taken to improve the quality of teacher education, organized climate and socio-economic status of the teacher. But unfortunately these measures have not helped to lift the morale of the teachers or to develop favorable attitudes towards the teaching profession by way of upholding the dignity and status of the teaching profession. Hence improving the quality of education continues to be a burning issue.

Iniobong (2005) opined that the future of any nation depends on the quality of teachers. The maxim that no educational system can rise above the quality of its teachers and that no nation can rise above the level of its teaching staff shows the important role of the teacher and the potency of teacher education programmes for national development. With the introduction of Universalization of Elementary Education (UEE) only well trained teacher can successfully translate the objectives of UEE to reality. Education, according to Lassa (1996) is the key to national development and teachers are the key to national development. In order to acquire practical proficiency to fulfil the above task, the prospective teachers need extensive orientation. Only then will the prospective teachers be well prepared for the rendition of responsibilities professionally, motivated, conscientious and efficient classroom

teachers who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of the educational system.

Thus the present study has been stated as “**Attitude of Serving and Prospective Elementary School Teachers in Mizoram towards Teaching Profession.**”

1.13 OPERATIONAL DEFINITION OF THE KEY TERMS

Attitude: A relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive.

Serving elementary school teachers: Teachers who are currently working in elementary schools as employee of the Government of Mizoram.

Prospective elementary school teachers: Student teachers undergoing teacher training for elementary schools in teacher education institution.

Teaching profession: A paid occupation, especially one that involves teaching and required a prolonged training and a formal qualification.

Gender: refers to the socially constructed characteristics of women and men.

Age: the length of time that a person has lived or a thing has existed.

Mizoram: It is a mountainous region situated in the north eastern part of the country between Myanmar and Bangladesh, it became the 23rd state of the Indian Union in February 1987.

1.14 OBJECTIVES OF THE STUDY

The following were the specific objectives of the present study:

- (i) To find out the attitude of serving elementary school teachers in Mizoram towards teaching profession.
- (ii) To find out the attitude of prospective elementary school teachers in Mizoram towards teaching profession.
- (iii) To examine the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their age.

- (iv) To examine the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their age.
- (v) To compare the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (vi) To compare the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (vii) To compare the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.
- (viii) To compare the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

1.15 RESEARCH HYPOTHESES

The study was undertaken to test and verify the following hypothesis

- (i) There is a correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age.
- (ii) There is a correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age.
- (iii) There is a significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (iv) There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (v) There is a significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.
- (vi) There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

These research hypotheses were converted into null hypothesis for testing as-

- (i) There is no correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age.
- (ii) There is no correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age.
- (iii) There is no significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (iv) There is no significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (v) There is no significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.
- (vi) There is no significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

1.16 VARIABLES STUDIED

Since the study envisages the study of the influence of variables on attitude scores, a brief description of the variables included in the study is unavoidable.

1. **Gender:** Male and female of serving and prospective teachers of elementary schools were included in the study to find out whether there is any significant difference between men and women student teachers in their attitudes toward teaching profession.
2. **Age:** The chronological ages of serving and prospective teachers of elementary schools (as revealed by them) were considered for the purpose of studying the relationship of age on their attitude towards teaching profession.
3. **Educational Qualification:** The qualification of serving and prospective teachers of elementary schools as graduates and post-graduates were

considered for studying its influence on attitude of student teachers toward teaching profession.

1.17 DELIMITATIONS OF THE STUDY

The schools selected for collection of the sample was delimited to only elementary schools run by the government in order to study the attitude of serving elementary school teachers in Mizoram.

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CHAPTER – II

The researcher had made a review on some literature which were relevant and connected to the present study. The researcher had reviewed research report from various national and international journals, published and unpublished dissertations, and other periodicals. The review was presented as under:

Saran (1975) studied on attitude towards teaching profession in relation with interest in literary matters, level of adjustment, need of achievement, need of a basement, need of autonomy, need of endurance, and level of education. He found that- 1. The attitude of teachers towards the teaching profession was positive. 2. Attitude towards teaching profession was not positively related to experience in the teaching profession as well as age. 3. Level of education was positively related to degree of attitude towards the teaching profession.

Mishra (1977) made a study on attitude of teachers of Sanskrit Vidhyalayas of Varanasi towards teaching professions and found that- the caste affect the attitude towards teaching profession, political party affiliation had a significant influence on the attitude towards teaching profession, male teachers score significantly higher than female and the institutional status influence the attitude towards teaching profession.

Ramakrishnaih (1980) studied on Job Satisfaction, attitude towards teaching and job involvement of college Teachers and revealed through his study that women teachers have a significant and more favourable attitude towards teaching than male teachers.

.Gupta (1984) conducted a study on attitude of teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Rawat and Sreevastava (1984) conducted a comparative study of the attitude towards teaching of 52 male and 48 female teacher trainees enrolled in a teacher training program in Tehri, India. By using Teacher's Attitude Inventory by S. P. Ahluwalia (1978), they found that a significant difference between male and female teacher trainees in their attitude towards teaching profession

Som (1984) investigate the relation between non-cognitive, personality structure type following Eysenck's teachers' attitudes towards teaching and related areas and the major findings were: 1. Teachers were normal in respect of teacher attitudes towards pupils. 2. Female teachers tended to be higher than males in their attitudes towards teaching, the teaching profession and pupils. Experienced female teachers were significantly higher than experienced male teachers on the first two attitudes but moderately high on the third. 3. Teaching attitude as well as the attitude towards the profession correlated significantly with patience, initiative, carefulness, stoicism, retrospection and responsibility. 4. Extraversion had no significant association with the attitudes but it was moderately negatively correlated with the teacher attitudes other than that towards classroom teaching. Further, introverts tended to-have favourable attitude towards pupils.

Padmini (1986) studied attitudes and adjustments of scheduled caste teachers & student teachers of Mysore and Mandya districts of Karnataka. The study focused on four attitudes; those towards teaching, students, school work and casteism and three aspects of adjustment; home, social and emotional among Scheduled Caste Teachers and student-teachers at primary and secondary level. The sample study consisted of three hundred and forty five (345) scheduled caste teachers and student teachers of Mysore and Mandya districts. It was found that majority of both teachers and trainees fall into highly positive and moderately positive categories. A fairly good percentage of both the teachers and trainees were found to be distributed at the 'Highly Positive and 'Moderately Positive' categories. A comparatively low percentage was found to be in the neutral category. None was found to be in the negative categories either moderate or high. The primary teachers and TCH trainees did not differ significantly with respect to any of the three aspects of adjustment.

Poozhikuth (1989) investigated attitude of college teachers and found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Yakub (1990) studied the relationship between attitude towards teaching and ethnicity, sex, entry qualification, personality traits and motives for teaching. The subjects for the study consisted of 210 preservice teachers from a teachers' college in Kuala Lumpur, who were specializing in primary school teaching. The findings showed that attitude of Indian trainees was significantly different from that of Malay trainees; but there was no significant difference between attitudes of Chinese from that of Malay trainees. Attitude of female students was not significantly different from that of male students; and the attitude of SPM students was undifferentiated from that of the STPM students. None of the motive factors was significantly related to attitude. Two personality factors were positively related to attitude, viz., emotional stability and surgency; and another two factors were negatively related to attitude, i.e., paranoid tendency and sophistication

Ramachandan (1991) enquired the attitude of student-teachers towards teaching at Gandhigram. 100 teacher-trainees from Lakshmi College of Education and 100 from the Institute of Correspondence Education, University of Madras, at the Gandhigram centre constituted the study group. It was found that regular college teacher-trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainees. Female teacher-trainees had a more favourable attitude towards teaching than male teacher-trainees. Post-Graduate teacher-trainees had a more favourable attitude towards teaching than undergraduate teacher-trainees.

Ganapathy (1992) studied the attitude of student teachers towards teaching profession and concluded that both male and female student teachers had favorable

attitude towards teaching profession, both male and female student teachers also had positive self-concept which was related to their attitude towards teaching profession.

Balan (1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant relationship between attitude towards teaching and self-concept of the female student teachers.

Kanakarajan (2001) evaluated study of primary teacher trainees' attitude towards teaching profession at Kerala and studied on 131 student teachers of Northern Kerala. It was concluded that the student teachers are possessing moderately favourable attitude towards teaching profession. It was also revealed that there is no significant difference in the general attitude of male and female student teachers and also the qualifications and locality of student teachers do not have any significant bearing on their attitude.

Duatepe and Akkus (2004) studied the attitude of in-service teachers and pre-service teacher trainees towards teaching profession in relation to their gender, status and age. The objectives of the study was to determine the in-service and pre-service primary school teacher trainees' attitude towards teaching profession and to study attitude of pre-service and in-service primary school teachers in relation to gender, status and age. The sample consisted of 277 teachers, 99 were in-service teachers working in one of the Turkish cities and 178 were pre-service teachers from a state university. It was found that the teachers possessed a highly positive attitude of the teachers towards teaching. It was also reported that the attitude of female subjects were significantly higher than those of male subjects. Also, pre-service teacher have higher favourable attitude towards teaching profession than in-service teachers.

Dagga (2005) studied the attitudes towards teaching profession of students enrolled in the teacher diploma program in the Islamic, University of Gaza, and their ratings regarding the adequacy of practical training. The main aim was to delineate the relationship between attitudes and the adequacy of practical training in addition

to studying the differences in attitudes with regard to gender, academic specialization and GPA. The study consisted of 143 students who were registered in the program in the academic year 2002-2003 .It was revealed that positive attitudes towards the profession with regard to total score, self acceptance and practice of the profession. Moreover, average ratings for the adequacy of practical training were shown with regard to total score and all dimensions except the classroom assessment one. A strong significant relation between the adequacy of practical training and attitudes towards the teaching profession were observed. Results showed that there were no significant differences in the general attitude score in relation to gender, specialization and GPA. Analyzing the instrument dimensions with regard to the study variables, results showed that there were significant differences between males and females in the self-acceptance and the financial dimension with a higher score for females.

Nageswara (2005) studied attitude and performance of Vidya volunteers (para teachers) in primary schools in Andhra Pradesh. The investigator selected 100 Vidya Volunteers, from three mandals (Allagadda, Sirivel, Rudravaram) of Kurnool District, with male female ratio of 60:40. It was revealed that 92% of Vidya Volunteers in primary schools have positive attitude towards teaching profession. In this study the investigator found that gender was not a significant variable in the attitude of Vidya Volunteers towards teaching profession in primary schools. In the mean time, the investigator found that status of training and qualification is a significant variable in attitude of Vidya Volunteers towards teaching profession in primary schools.

Anonymous (2006) studied self-concept of student teachers in relation to their attitude towards teaching profession at elementary level in Mysore city. The study consisted of 100 student teachers from four different teacher training institutions of Mysore city. It was inferred that there is no significant difference between attitude of male and female student teachers towards teaching profession and also inferred that there is no significant difference between attitude of student

teachers from aided & unaided colleges and type of college towards teaching profession.

Gultekin (2006) determined the attitudes of preschool teacher candidates studying through distance education approach towards teaching profession and their perception levels of teaching competency. The population and sampling of the study were the senior students of Anadolu University, Open Education Faculty, Preschool Teacher Training Undergraduate Program. The study was conducted through 957 teacher candidates. The researcher revealed that the attitudes of preschool teacher candidates towards teaching profession are positive. In addition, the attitude levels of preschool teacher candidates towards teaching profession do not vary in terms of ages.

Anonymous (2007) investigated attitude of pre-service teacher trainees of DIETs of Andhra Pradesh towards the teaching profession. 48 pre-service teacher trainees were selected from two DIETs of Prakasham and Guntur districts of Andhra Pradesh for the study group. It was revealed that there was no significant difference in the attitude of pre-service teacher in relation to gender, stream and age and female trainees had better attitude towards teaching profession than the male trainees.

Trivedi (2007) assessed secondary school teachers' towards teaching profession, 320 teachers were choose from 15 secondary in Lucknow city. The study found that most of the secondary school teachers do not have favourable attitude towards teaching profession. Females possess more favourable professional attitude than males, attitude of male and female teachers differ significantly in their professional. The Arts subject stream teachers are more positive in their attitude towards teaching profession and differ significantly from than their counterparts i.e. Science stream teachers. Though Hindi medium teachers are displaying less favourable attitude towards their profession than English medium teachers, but the difference between them is not significant and may be due to chance factor.

Mahadevaswamy (2008) studied on attitude of elementary school teachers towards teaching profession at Mysore city. The study group were selected from government elementary schools and private elementary schools out of 140 teachers selected 35 were female teachers and 35 were male teachers. It was revealed that there was no significant difference in the attitude of teachers in relation to type of gender, education, type of school, age group and years of experience. However, the teachers possess favourable attitude towards teaching profession. Government elementary schools teachers are more favourable in their attitude towards teaching than the private elementary schools teachers. The female teachers of both the government and private elementary schools have a more favourable attitude towards the teaching profession'

Belagali (2009) made an attempt to study Study of Teachers Attitude towards Teaching Profession of Secondary Schools in Relation to Gender and Locality. The study group consisted of 50 (25 male and 25 female) secondary teachers of Kundagol taluka. It was discovered that :The female teachers have higher attitude towards teaching profession as compared to male teachers of secondary schools, the urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers, the female teachers have higher attitude towards teaching profession as compared to male teachers of secondary schools, urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers.

Çetinkaya (2009) identified attitude of pre-service teachers' attitude towards teaching in Turkey. 195 teacher candidates, 67 males and 128 females were participated in the study. They were senior students in Department of Turkish Education at the Faculty of Education of Dokuz Eylul University and concluded Statistical analysis showed that attitudes of pre-service teachers towards teaching were positive. It was seen that there were significant differences between groups in terms of gender. However, there was no significant difference with respect to the type of high school graduated from and the existence of a teacher in the family.

Dhammi (2009) examined the attitude of elementary school teachers of Punjab in relation to sex, location, teaching experience and qualification. The study consisted 60 elementary school teacher belongs to Patiala district under SSA. It was discovered that the sex, rural-urban, teaching experience, and qualification of the teachers influenced the attitude of teachers towards their teaching profession.

Güneyli and Aslan (2009) evaluate on Turkish prospective teachers' attitudes towards teaching profession (Near East University case) and the main objective of this study is to determine the mother tongue (Turkish) prospective teachers' attitudes towards the teaching profession according to their "genders", "classes" and "socio-economic" levels. The study group of the research consists of 117 students that are students at the first, second, third and fourth classes at Near East University Faculty of Education Department of Turkish Language Teaching in 2008-2009 Academic Year Fall Semester and that are selected by use of random sampling method. The researcher observed that a majority of prospective teachers like 61.8% have adopted a positive attitude towards their profession, female students have a more positive attitude when compared to male students and there was no significant difference between attitude scores in relation to the effects of class and socio-economic level.

Srikantha (2009) examined attitude of pre-service teacher trainees of D.Ed of Shimoga District towards the teaching profession. The study group consisted of 80 teachers from two D.Ed colleges of Shimoga district of Karnataka. It was concluded that teachers' trainees of both Science and Arts streams do not differ much in their attitude towards the teaching profession. Female teacher trainees are having better attitude towards the teaching profession when compared to male teacher trainees and both first year and second year teacher trainees do not differ much in their attitude towards the teaching profession.

Üstüner et al (2009) studied the attitude of prospective teachers towards the profession of teaching. The objective of the study was to determine the attitudes of the students in the faculty of education towards profession of teaching also to study

the attitudes of students towards the profession of teaching differ with gender, department, the order of the program in the UEE (University Entrance Examination) preference list, the socio-economic status (SES, the grade they attend, type of schooling, and the reasons for choosing teaching profession. The participants of the study comprise 593 students who are selected using rated cluster sampling method for the departments and rated element sampling method for the classes. The instrument used to collect data in this study was the “Attitude Scale towards the Profession of Teaching”, Likert type scale with 5 points developed by Üstüner (2006). The author observed a significant difference between the attitudes of prospective teachers with intrinsic motivations towards the profession of teaching and those of latter teachers with extrinsic motivations towards the profession of teaching. it was also found that prospective teachers’ attitudes towards the profession of teaching differ according to gender. Among all prospective teachers females have more positive attitudes towards the profession of teaching. it was found that prospective teachers’ attitudes towards the profession of teaching differ according to department/program variable and Prospective teachers’ attitudes towards the profession of teaching differ according to the order of preference. The profession of teaching is rather preferred by students coming from middle socio-economical conditions and the attitudes of this kind of students towards the profession of teaching are more positive than those of other two groups. The proportion of the prospective teachers coming from lower and higher socio-economical statuses is low.

Akilli and Seven (2010) investigated prospective science teachers’ attitudes towards the profession of teaching. The study group consisted 125 4th year teacher candidates from the Department of Primary Science Teacher Education, Kazım Karabekir Education Faculty, Ataturk University. It was found that gender and high school factors don’t affect their attitude. After results it was concluded that it will be useful to improve their attitudes because of the importance of attitude concept in teaching.

Ispir (2010) studied pre-school and primary school teachers’ Burnout Levels and their attitude towards teaching profession. The main aims of the study were to

find out the burnout levels of teachers, attitude of teachers towards teaching profession and attitude teachers' attitude towards teaching profession and to see if there was any difference between the attitudes towards teaching profession of the teachers in terms of their branches. The investigator also intended to find out the relationship between teachers' burnout and their attitude towards teaching profession. The sample consisted of 604 teachers, working in the same district in Turkey. The results revealed that the teachers in this study group have low level of burnout and their attitudes towards teaching profession were found high. A significant correlation was found between burnout level and attitudes of the teachers.

Köğçe, Aydın and Yıldız (2010) made a comparative study on the attitudes of freshman and senior pre-service teachers pursuing an undergraduate degree in an elementary mathematics education program toward teaching profession and to reveal the kind of relationship that exists between these attitudes. The study group consists of 212 pre-service teachers (141 freshmen, 71 seniors) studying at Karadeniz Technical University, Fatih Faculty of Education during 2008-2009 school year. It was concluded that there's a statistically significant difference among the mean attitude scores of 1st and 4th year pre-service teachers toward teaching profession in terms of gender and this difference is more positive in favor of females.

Taşkin and Hacıömeroğlu (2010) examined preservice teachers' attitudes towards teaching profession in elementary education. In this study, quantitative and qualitative research approaches were used, data were obtained from 223 final year preservice teachers studying in elementary education department. *Attitudes Scale towards Teaching* developed by Erkuş, Sanlı, Bağlı and Güven (2000) was administered to participants. Results of the study indicated that pedagogy courses influence preservice teachers' attitudes positively towards teaching. preservice teachers attitude and their findings indicated that there were differences between preservice teachers' attitudes and programs they enrolled in. The findings also revealed that pedagogy courses influenced preservice teachers' attitudes towards teaching positively. However, there was no difference between preservice teachers' attitudes and gender.

Adaeze (2011) investigated the attitude of students and student-teachers towards the teaching profession in Minna, Niger State. The research involved a total of one hundred and fifty (150) secondary school students and one hundred (100) student-teachers randomly drawn from five (5) secondary schools. The findings show that senior secondary school students and student teachers sampled exhibited a positive attitude towards the teaching profession.

Akbulut and Karakus (2011) carried out an investigation of secondary school science and mathematics pre-service teachers' attitudes towards teaching profession. The participants comprised of 119 fourth-year pre-service students and 120 senior pre-service teachers who were enrolled in the Non- Graduate Degree in Secondary School Science and Mathematics Education Program in Turkey. It was revealed that secondary school science and mathematics preservice teachers of Turkey, who studied in different departments of secondary school science and mathematics education, generally have positive attitude towards the teaching profession. However, another result from this study, the attitude scores of the preservice teachers who were taking content courses, decreased at the end of the pedagogical content courses. Biology and mathematics preservice teachers' attitudes did not change at the end of the pedagogical content courses.

Devapa (2011) investigated attitude of student teachers towards teaching profession at Karnataka. The study consisted of 160 student teachers studying in four D.Ed. Colleges of Koppal District of Karnataka. It was revealed that there was no significant difference in the attitude of student teachers in relation to gender, stream and economic status.

Hussain, et al (2011) and others made an attempt to study the attitude of secondary school teachers towards teaching profession. This study was descriptive in nature. An Attitude Scale towards Teaching Profession (ASTTP) developed by Hussain (2004), having sixty-six items and four components. The study revealed that the majority of the secondary school teachers does not possess positive attitude towards the profession. It was also found that the female secondary school teachers

have more positive attitude towards the profession as compared to the male secondary school teachers. The teacher working in the public sector institutions were found more committed and satisfied as compared to the teachers working in private sector. It uncovered the fact that the majority of teachers working in the rural areas was more committed and satisfied as compared to the teachers working in urban areas.

Issan, et al (2011) studied Omani teachers' attitudes towards teaching as a profession. The purpose of the study was to ascertain whether relationships existed among the eight dimensions correlated to demographic characteristics such as gender, marital status specialization and school environment. The participants in this study were 827 teachers (293 males and 534 females) teaching grades 5 to 12 in Oman. The results revealed teachers' negative attitudes towards teaching and found statistical differences between males and females attitude and male teachers have higher negative attitudes than female teachers.

Oruç (2011) made an investigation of the perception of teaching as a profession by trainee teachers studying at of Dokuz Eylul University, Buca Faculty of Education, English Language Teaching Department. The results of this study strongly point positive attitudes towards teaching; however, it also points that the teacher candidates implicitly held images of teaching and teaching as a profession need to be made more explicit and given voice in the preservice teacher training process so as to promote a deeper understanding of the teaching profession.

Yeşil (2011) analyzed the attitudes of the students in Turkish Language Teaching department towards teaching profession in terms of socio-demographic features. The study consists of 145 candidate teachers who were studying in Turkish Language Teaching departments of the universities in Turkish Republic of Northern Cyprus in 2009-2010 academic years. It revealed that attitudes of candidate teachers of Turkish towards teaching profession are positive. It was seen that female candidate teachers have more positive attitudes than male candidate teachers in terms of demographic features; their attitudes do not differentiate in terms of classroom

levels where they study; attitude means toward teaching profession are affected by their satisfaction of the department in which they study and candidate teachers who were satisfied with their department have higher attitude means than the others; attitudes of candidate teachers who want to become a teacher of Turkish are more positive than the others who are indecisive and not thinking to become a teacher.

Efe, Oral & Efe (2012) investigated the attitude of student-teachers towards the teaching profession in Turkey. The study group consisted of 1642 student teachers of education faculty enrolled in 2010-2011 academic year at Dicle University in Turkey. It was discovered that female student teacher have more favourable attitude than male. There was a significant difference in the attitude of student teachers in relation to gender, programme of studies. In the mean time, there was no significant difference in the attitude of student teachers in relation to teaching by year and socio-economic status.

Kartal, et al. (2012) made an exploration of the attitudes of the science teacher candidates towards teaching profession. Participants in the study group were selected among the students who were attending the 1st, 2nd, 3rd and 4th grades in the Department of Science Teaching, Faculty of Education, Ahi Evran University during the 2011-2012 academic year. The result showed that attitude points of prospective teachers in the faculty of education towards teaching profession were quite high. No statistically significant difference was observed between attitude towards teaching profession and gender, academic average and monthly family income. But a statistically significant difference was observed between attitude towards teaching profession and department.

Kohli & Chand (2012) studied teachers' attitude towards teaching and their level of aspiration at eight Sr. Sec. Schools of Kurukshetra District. The study was confined to 50 teachers working at Secondary and Sr. Secondary Schools in Kurukshetra District. Researcher found there was a significant difference between attitude of male and female teachers towards teaching in favour of male teachers. It

was also revealed that there was significant difference between attitude of trained and untrained teachers towards teaching.

Trivedi (2012) explored in the present study was attitude of teachers towards teaching profession at different Level. The total number of the study group was 117 teachers from 5 primary, 6 secondary, 6 higher secondary and 5 colleges of Bhavnagar city. It was revealed that

- (i) Primary, secondary, higher – secondary and college teacher – all these teachers are having high attitude towards teaching profession.
- (ii) Attitude of secondary school teachers are more stable and reliable compare to teachers of other level.
- (iii) There is significant effect of primary and secondary school teachers on attitude towards teaching profession.
- (iv) Primary school teachers are having high attitude then the secondary school teachers.
- (v) There is not any effect of primary and higher secondary school teachers on attitude.
- (vi) Teachers of primary school and college are not the variable effect on attitude towards teaching profession.
- (vii) There is not any effect of secondary and higher secondary teachers on attitude towards teaching profession.

Alkhateeb (2013) attempted to obtain empirical evidence on education students' attitudes towards the teaching profession in Qatar. The study group consisted of 334 undergraduate students majoring in education, all enrolled in the College of Education in Qatar. Of these, 256 (76.6%) of them were Qatari nationals and the rest were from 10 different Arab nationalities, mainly Palestinians, Yemenis, Syrians and Egyptians. Mean scores indicated that education students' attitudes

towards the teaching profession were positive on average. It was also found that education students' attitudes towards the teaching profession affected their undergraduate achievement.

Devi (2013) examined the attitude of elementary school teachers towards teaching profession and its relation to their job satisfaction at east and west Imphal, Manipur. The investigation comprised of 540 elementary school teachers working in Imphal East and Imphal West districts of Manipur. It was observed that majority of the teachers have positive attitude towards teaching profession. It was also revealed that shows that levels of ATTP was inversely related to age and keeps on decreasing with the increase in age. Attitude of the male and female teachers do not differ significantly. However, In case of marital status of the teachers, a significant difference was found, unmarried teachers have more favourable attitude in their profession than the married teachers and teachers with less teaching experience have shown significantly more positive attitude towards teaching profession than those teachers who have more teaching experiences.

Lalsangzuala (2013) explored the attitude of elementary student teachers towards teaching profession in Mizoram. 140 student teachers of DIET Aizawl and DIET Lunglei constituted the study group, out of which 54 were male and 86 female. It was found that elementary student teachers have high positive attitude towards teaching profession. Male student teachers have higher attitude than female student teachers. No significant difference was found in the attitude of student teachers in relation gender and professional status. However, there was a significant difference in the attitude of elementary student teachers towards teaching profession in relation to demographic location.

Moorthy (2013) explored on attitude of student-teachers towards teaching profession at DIET, Vellore District of Tamil Nadu State. The investigator selected 73 final year student-teachers of DIET, Vellore District of Tamil Nadu State which included 25 male and 48 female students by using simple random technique. It was observed that the student-teachers possess favourable attitude towards teaching

profession and student-teachers of both male and female differ much in their attitude towards the teaching profession.

Prasab & Raju (2013) examined the attitude of student teachers towards their profession in Vizianagaram district of Andhra Pradesh, India. The study was conducted on a sample of 437 student teachers studying in 7 colleges of education in Vizianagaram district among them 239 were male and 198 females and methodology wise 143 were Mathematics, 48 Physical Sciences, 134 Biological Sciences and 112 Social Studies subject student teachers. It was explored that there was a significant difference in the attitude of student teachers in relation to gender in favour of female. Male and female student teachers were differed significantly in the areas of professional problems, teachers' pay scales, vacations and other privileges, teachers' interest towards pupils, teachers' attitude towards management and professional status of teachers in their attitude towards the teaching profession. Student teachers belong to different subjects differed significantly in their attitude towards teaching.

Bademcioglu, Karatas & Alci (2014) made an investigation of teacher candidates' attitudes towards teaching profession. This study was conducted during 2013-2014 academic year, 180 female and 36 male teacher candidates from Pedagogical Formation Certificate Program at Yildiz Technical University participated in the study. It was found that teacher candidates attending Pedagogical Formation Certificate Program have very positive attitudes towards teaching profession. No significant difference between teacher candidates' attitudes towards teaching profession in terms of gender, their graduated from and their field. A significant difference was observed in favour of experienced teachers, it showed that teaching experience had a positive and significant effect on teacher candidates' attitudes to teaching profession.

Chakraborty & Mondal (2014) studied attitude of prospective teachers towards teaching profession and measured the professional attitude of prospective teachers in relation to their gender, category, religion, locale, subject stream and academic qualification. 1032 prospective teachers were taken for the study group out

of which 682 were male and rest of the female. It was revealed that no significant differences found for prospective teachers' attitude in relation to their sex, category, religion, demographic location and subject stream. But a significant difference found for prospective teachers' attitude in relation to their education.

Kubiatko & Arik (2014) compared the Effects of gender variable on attitudes towards the teaching profession by random and fixed effects model. Master's theses, doctoral dissertations, and the academic paper database of the Council of Higher Education (Turkey) were reviewed in order to reach studies examining the effect of the gender variable on attitudes towards the teaching profession. 84 studies were identified and studied within the inclusion criteria were completed between 2001 and 2014. It was found that the general feeling within Turkey and in the wider world is in support of females in terms of positive attitudes towards the teaching profession over males.

Lalneihthangi (2014) studied the attitude of higher secondary school teachers towards teaching profession within Lunglei Town. The study group consisted of 80 higher secondary school teachers from the three Government higher secondary schools and nine Non-Government higher secondary schools. It was found female higher secondary school teachers have higher attitude than male higher secondary school teachers towards teaching profession. Attitude of higher secondary school teachers have no correlation with their age and teaching experience. And those female and male higher secondary school teachers do not differ significantly in their attitude towards teaching profession.

Shaheen (2014) explored attitude towards teaching profession among trainee teachers and teachers working in secondary schools in Aligarh Muslim University. The data was collected on pupil teachers pursuing B.Ed. in A.M.U. and Secondary School Teachers in A.M.U., it was found that pupil Teachers of B.Ed. course had a more favorable attitude towards teaching profession than Secondary School Teachers working in A.M.U. When the data was analysed, it was discovered

that prospective teachers have better attitude towards the profession as compared to teachers working. at Secondary School level.

Donmuş, Akpınar & Eroğlu (2015) analysed the relationship between the attitude of teacher candidates towards teaching profession and the perception of ICT self-efficacy. 280 teacher candidates who study at Firat University Faculty of Education in their final year participated in this study. The result showed that teachers' attitudes towards the teaching profession is at high level and the attitudes of female teachers' attitudes towards the teaching profession was statistically significantly higher than male teachers. It was also revealed that male teachers' self-efficacy perceptions of information technology are statistically higher than perceptions of female participants.

Khamari & Tiwari (2015) investigated on attitude of teachers towards teaching profession -with special reference to caste and sex in Odisha State. The study was made on 500 male and 500 female teachers. It was revealed that there was no statistically significant difference in male and female teacher's attitude towards teaching profession in Odisha state and also there was no statistically significant difference in attitude towards teaching on the basis of caste of teachers in Odisha state.

Mutum (2015) studied the attitude of pre – service student –teachers of CTE towards teaching profession at 4 CTEs of Imphal East and Imphal West Districts. The study consisted of 200 pre-service student-teachers of B.Ed, out of which 100 were male. The result showed majority of the pre-service student-teachers reading B.Ed. course in the CTE of Imphal East and Imphal West Districts have favourable attitude towards teaching profession. It was also revealed that female student-teachers of pre-service education of CTE have more favourable attitude than the male counterpart.

Musa & Bichi (2015) assessed prospective teachers' attitudes towards teaching profession in of Northwest University, Kano-Nigeria. The study group

comprised of 220 prospective teachers from all classes of 10 programmes at Northwest University's Faculty of Education during the 2013-2014 academic session. The result revealed a statistically significant gender differences in the attitude of prospective teachers towards the teaching profession, meaning female developed more positive attitude on teaching than male. It also showed that the level of education and subjects does not significantly influence the prospective teachers' attitude towards the teaching profession.

Padiya (2015) explored on attitude of secondary student teachers towards teaching profession at Tamil Nadu. The investigator studied three B.Ed., colleges of Pudukkottai District of Tamilnadu. A total 230 student teacher studying in three B.Ed. colleges were selected, which included female and male, and students of science and arts streams. Among 230 student teachers, 75 were male student teachers and 155 were female student teachers. It was revealed that there was a significant difference in the attitude of student teachers in relation to gender in favour of female and that there was no significant difference in the attitude of student teachers in relation to stream.

Pancholi (2015) studied student-teachers' attitude towards teaching profession in Ahmedabad city. The study consisted of 100 B.Ed. Students of different colleges of Ahmedabad. It was revealed that there was a significant difference exists between teachers in relation to their areas and gender. Female teachers have higher attitude than that of male teachers. However, there was no significant difference exists between teachers in relation to their stream.

Renthlei & Malsawmi (2015) investigated attitude of secondary school teachers towards teaching profession in Mizoram. The study was administered to 453 high school teachers in Mizoram. It was revealed that majority of teachers in the present study have neutral attitude towards their teaching profession.

Sener (2015) investigated the attitudes of teacher trainees towards teaching profession and the relationship between students' attitudes and the graduated school

in Turkey. The data were collected from the 118 trainee teachers studying in different classes of the ELT Department of a state university on the western coast of Turkey. It was found that students have positive attitudes towards teaching profession. When the differences between classes were examined, no significant difference was determined between classes; female students had more positive attitudes than the males.

Baglari (2016) made a study on the attitude of elementary school teachers' towards teaching- profession at elementary schools of Daifang Khuti area of Udalguri district, Assam. The study group consisted of 48 teachers working in 4 different elementary schools. The study showed that gender plays a significant factor in the attitude of teachers towards teaching profession where male and female teachers had different attitude towards teaching. The investigator also found that difference in the number of years of experience does not bring any change in the attitude. It was also being revealed that academic qualification has no bearing on the attitude.

Bilgin & Aykac (2016) evaluated pre-service teachers' teaching-learning conceptions and their attitudes towards teaching profession. The study consisted of total 276 first grade and fourth grade university students, namely pre-service teachers studying in the Faculty of Education of Mugla Sitki Kocman University, Turkey, during the 2013-2014 academic year. It was asserted that the scores of pre-service teachers' constructivist teaching and learning conceptions were higher than their scores for traditional conceptions. The other important result obtained from this study was that the general attitude of preservice teachers towards their profession was positive. Furthermore, it was concluded from the study that in terms of gender, pre-serviceteachers' attitudes towards their profession differed significantly in favor of females.

Dwivedi (2016) studied the attitude of primary school teachers towards teaching profession in Bareilly, U.P. The study group comprised of 200 primary school teachers taken from both public and private schools. . It was revealed that

female teachers showed more favourable attitude than male teachers and there was a significant difference in the attitude of teachers in relation to gender, management and subject.

Singh (2016) studied on the attitude of primary school teachers towards teaching profession in Varanasi District of Uttar Pradesh. 90 primary school teachers working in Uttar Pradesh government primary schools and central government primary schools of Kashi Vidyapeeth block of Varanasi District, Uttar Pradesh were taken as the study group. It was found that there was a significant difference in the attitude of primary school teachers in relation to gender in favour of female and there was also significant difference in the attitude of primary school teachers in relation to education and subjects.

Soibamcha (2016) analysed the attitude of teachers towards teaching profession at Manipur. The study group consisted of 150 teachers (75 males & 75 females) from thirty secondary schools located at Imphal West District. The result does not indicate the significance difference in attitude between more qualified and less qualified teachers, more qualified teachers seemed to be having more favourable attitudes towards teaching profession than that of less qualified teachers. Similarly, age of the teachers was also not a contributing factor of positive or negative attitude; however younger teacher appears to have more positive attitude towards teaching profession than that of the older teachers.

Dhull & Jain (2017) examined the attitude towards teaching profession in relation to job satisfaction among secondary school teachers in Rohtak District. One hundred and twenty (60 male + 60 female) secondary schools were selected from Rohtak district from eight senior secondary schools constituted the study group. It was found that there was a significant difference in teaching attitude of male and female secondary schools teachers. Female teachers were found to possess more favourable attitude towards teaching than male teachers.

It was found that there was a significant difference in teaching attitude of low and high job satisfied secondary schools teachers. Highly job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers. There was also a significant relationship between teaching attitude and job satisfaction of secondary school teachers. So it could be concluded that secondary school students have better teaching attitude towards their profession if they were more satisfied with their job.

Htang (2017) investigated pre-service teachers' attitudes towards teaching profession in Myanmar. Study group of the research consisted of 380 (Female = 234, Male = 146) pre-service teachers enrolled at the Bed final year course at one of universities of education in Myanmar during 2016-2017 academic year. The finding revealed that pre-service teachers' attitudinal development during training period was favourable. When the data was analysed a statistically significance was found between male and female, female scored higher than male. However, there were no significant differences by programs and subject streams.

Jahan & Sharma (2017) examined attitude of teachers towards teaching profession in Bhopal District. The study was conducted in Bhopal District and covered 100 teachers from various elementary schools of Bhopal District. The results revealed that these teachers had favorable attitude towards the teaching profession. Further, it was found that the variables such as locality and teaching experience had no influence on their attitudes towards the teaching profession. It was also revealed that there was a significant difference in the attitude of teachers in relation to gender, female teachers showed better results of their attitudes towards their teaching profession than the male teachers.

Srilatha (2017) differentiated attitude of student teachers towards teaching profession at Warangal town. The investigated group consisted of 100 trainee teachers studied in warangal town of which 50 were from Government and 50 from private B.Ed. trainees. It was observed a significant difference between the entry and

exit attitude of student teachers towards teaching profession with respect to their Gender, educational qualification, management and educational qualification.

Alkan (2018) investigated of pre-service teachers' attitudes towards teaching profession at Gaziosmanpasa University. The study was composed of 222 students in the Faculty of Education of a state university. It was concluded that pre-service teachers' attitudes towards teaching profession didn't have a significant difference in terms of their age and grade level. However, significant differences were determined in terms of gender and motives. The female participants had significantly more positive attitudes towards teaching profession than male.

Farrukh (2018) compared the attitude of the male and female elementary school teachers towards teaching profession in Lahore District. The study group comprised of 160 pre and in service elementary school teachers. Equal representation was given to each gender in pre and in-service groups. It was concluded that there was comparatively significant difference between the attitude of both male and female groups towards the teaching profession. It was also found that there was comparatively significant difference between the attitude of In-service male and female groups toward teaching profession in favour of female. However, It was concluded that there was comparatively no significant difference between the attitude of pre-service male and female group towards their profession.

Islam and Ansari (2018) made a comparative study of attitude towards teaching profession of male and female B.Ed. and M.Ed. students of aligarh muslim university. The study group consisted of 200 B.Ed. and M.Ed. students were taken from Department of Education, AMU. Of the 100 B.Ed. & M.Ed students, 55 were female and 45 were male respectively. It was revealed that the attitude of male and female trainee teachers towards the teaching profession was favourable but female trainee teachers have more favourable attitude as compared to male trainee teachers. However, there was no significant difference in attitude towards teaching profession among the male and female trainee teachers of B.Ed. and M.Ed students.

Ishwarbhai (2018) investigated the attitude of B.Ed trainees towards teaching profession in relation to gender and area at B.Ed College of Sardar Patel University, Vallabh Vidhyanagar. The study group consisted of 385 B.Ed trainees out of which 191 were boys and 194 were girls. It was revealed that the attitude towards teaching profession effects to gender in favour of female and the impact of the area on the attitude towards teaching profession girls rural B.Ed trainees and urban girls B.Ed trainees of Sardar Patel University was not be seen.

Jha and Shroff (2018) investigated the attitude of secondary school teachers towards teaching profession in relation to some demographic variables at Raipur City. 100 (60 male, 40 female) teachers were drawn from five schools from the Raipur district of Chattisgarh state as study group. It was observed that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic stream and educational, but there was a significant in relation to gender, caste and teaching experience.

Seva (2018) explored attitude of tribal teachers towards teaching profession in relation to work adjustment at agency and non agency areas in Nalagonda District. Fifty male and fifty female tribal teacher of Nalagonga district of Telangana state were selected for the study. It was revealed that the 68% of tribal teachers attained higher level attitude towards the teaching profession. The female teachers possessed more favourable attitude towards the teaching profession compare to male and also the mean values of male and female teachers mean values on attitude towards teaching profession could bring the 't' value significant.

Sivakumar (2018) examined the attitude towards teaching among school teachers in Combatore District. 287 teachers from the Coimbatore district were selected for the study. The study revealed that the school teachers have a favorable attitude towards teaching. Further, the results reported that there was no significant difference in the attitude of school teachers in relation to gender, locality of the school, major subject and year of experience. However, a significant

difference was found in the attitude of school teachers in relation to educational qualification, nature of school, type of school and marital status.

Research is always projected to add some knowledge into existing knowledge. It is the review of result of past researches gives idea of existing knowledge. The sources of literature for review were Survey Report of Educational Research, Educational Abstract, printed and electronic doctoral/M.Phil thesis. Main efforts were made on review of the contents of article and thesis exploring issues related to attitude towards teaching.

After review it was found that majority of studies on Attitude towards teaching focused around some characteristics of individual viz. gender, age, locality, qualification, teacher training and its some correlates etc. The entire review in this regard may be elaborated as follow.

Gender and Attitude towards teaching

Teachers comprise of male and female, it has been a matter of discussion that gender has an effect on attitude and females have more favorable attitude towards teaching. If we observed studies conducted on serving teachers Mishra (1977), Ramakrishnaih (1980), Gupta (1984), Som (1984), Poozhikuth (1989), Duatepe and Akkus (2004), Hussain, et al (2011), Belagali (2009), Trivedi (2007), Issan, et al (2011), Kubiakto & Arik (2014), Baglari (2016), Kohli & Chand (2012), Padiya (2015), Seva (2018), Dhull & Jain (2017), Jha and Shroff (2018), Jahan & Sharma (2017), Dwivedi (2016), Singh (2016), Farrukh (2018), all found a significant difference in attitude of male and female teachers towards teaching profession. It was also found that the ATTPs of female teachers are more positive compared to male teachers. These findings were found to support the common belief that female teachers display more positive attitudes compared to male teachers and the idea that the teaching profession is more appropriate for females is being confirmed At the same time, studies done by Mishra (1977), Baglari (2016), Kohli & Chand (2012)

revealed that male teacher had more favourable attitude towards teaching profession. Contrary to the findings of the above researches studies conducted by Devi (2013), Sivakumar (2018), Mahadevaswamy (2008), Lalneihthangi (2014), Khamari & Tiwari (2015) counteract any effect of gender on attitude of serving teachers towards teaching profession.

The studies conducted by Duatepe and Akkus (2004), Üstüner et al (2009), Güneyli and Aslan (2009), Köğçe, Aydın and Yildiz (2010), Yeşil (2011), Musa & Bichi (2015), Donmuş, Akpınar & Eroğlu (2015), Bilgin & Aykac (2016), Htang (2017), Ishwarbhai (2018), Alkan (2018), Islam and Ansari (2018), Mutum (2015), Çetinkaya (2009), Moorthy (2013), Srikantha (2009), Rawat and Sreevastava (1984), Prasad & Raju (2013), Efe, Oral & Efe (2012), Sener (2015), Pancholi (2015), Srilatha (2017) on prospective teachers showed a significant difference between the attitude of male and female towards teaching. It was revealed that female prospective teachers had more favourable attitude than the male counterparts. Contrary to these studies, Balan (1996), Yakub (1990), Taşkin and Hacıömeroğlu (2010), Dagga (2005), Akilli and Seven (2010), Kartal, et al. (2012), Chakraborty & Mondal (2014), Bademcioglu, Karatas & Alci (2014), Kanakarajan (2001), Anonymous (2006), Anonymous (2007), Devapa (2011), Lalsangzuala (2013), Farrukh (2018) did not found effect of gender on attitude of prospective teachers towards teaching profession.

Education of Teacher Trainees & Teachers and Attitude towards Teaching

Teachers were appointed at different levels of education ie. primary level, middle level, secondary and higher secondary levels. The required qualification of teachers at elementary level was HSSLC and graduate level at secondary level and there were a good number of teachers' who possessed higher degrees over the required qualification. There were only few studies focusing on comparison of attitude of teachers with respect to qualification.

Studies had been carried out on serving teachers by Dhammi (2009), Sivakumar (2018), Saran (1975), Singh (2016) and on prospective teachers by Chakraborty (2014), Srilatha (2017) and Ramachandan (1991). These studies revealed that attitude towards teaching profession were found significantly related to the qualification of the teachers.

In the research carried out on serving teachers by Soibamcha (2016), Mahadevaswamy (2008), Jha & Scroff (2018) and on prospective teachers by Musa & Bichi (2015), Baglari (2016), Alkan (2018) and Kanakarajan (2001) found no significant difference in the attitude of graduate and undergraduate teachers.

Age of Serving & Prospective teachers and their attitude towards teaching

The study carried out by Devi (2013) showed that levels of ATTP is inversely related to age and keeps on decreasing with the increase in age. Poozkuth (1989) and Gultekin (2006) studied on serving and prospective teachers respectively found that attitude of teachers do not vary with age. Soibamcha (2016) on her study revealed that age was not a contributing factor of the positive and negative attitude of serving teachers. Mahadevaswamy (2008) and Anonymous (2007) revealed that attitude of teachers was not significantly differ in relation to age group. Also, Saran (1975) observed no correlation between attitude and age of teachers. This result shows similarities with the results of the research conducted by Lalneihthangi (2014).

From the above review of related literature, it was found that prospective teachers and serving teachers do not always possess positive attitude. Although majority of teachers had positive attitude towards teaching profession, some prospective and serving teachers also have a negative attitude towards teaching profession. Attitude towards teaching profession may differ with respect to gender, age and their education. In the light of the above observation, the researcher found that no such studies have been carried out in Mizoram to examine the attitude of teachers towards teaching profession in elementary level. Therefore, the present

study is an interesting topic of research to find out the levels of attitude and the different factors which effect attitudes of serving and prospective elementary teachers towards teaching profession in Mizoram.

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CHAPTER - III

Success of any educational investigation depends upon the suitability of the method adopted and the tools and techniques employed for collecting data. Hence design of the study is an important part of any research. It indicates the procedure adopted for the investigation of the problem. The present chapter describes the methodology and procedures followed in the study. It also describes the population, sample and the techniques adopted for selecting the sample. This chapter also gives the description of tools and their development procedure followed in their construction and standardization and scoring. This chapter also contains the procedures followed for collection of data and various techniques applied for analysing the data.

3.1 RESEARCH DESIGN

The study adopted descriptive survey study and determined the attitudes of serving and prospective elementary school teachers. The main aim of the research was to determine the attitudes of serving and prospective elementary school teachers in Mizoram towards teaching profession. The variable to study was attitude of serving and prospective elementary school teachers towards teaching profession in relation to age, gender and education.

3.2 POPULATION OF THE STUDY

The study was conducted to measure the attitude of prospective elementary teachers and serving elementary school teachers in Mizoram. Prospective Elementary teachers are enrolled for two years D.El.Ed. course in the teachers training institutions i.e. DIET which has been established in all eight districts in Mizoram. The following Table 3.2.1 showed the distribution of prospective teachers as

Table 3.2.1

No of prospective teachers at DIETs

Sl. No	District	Total	Male	Female
1	Aizawl	188	80	108
2	Lunglei	113	47	66
3	Saiha	34	17	17
4	Champhai	44	25	19
5	Kolasib	44	20	24
6	Serchhip	41	12	29
7	Lawngtlai	50	27	23
8	Mamit	25	12	13
Total		539	240	299

Source: Attendance registers

Table 3.2.1 shows that DIET Aizawl had the largest number of prospective teachers with 188 prospective teachers enrolled out of which 108 were female and 80 were male, followed by DIET Lunglei with 113 (Female=66, Male=47) and DIET Lawngtlai (Female=23, Male=27). DIET Mamit had the least number of prospective teachers with 25 out of which 13 were female and 12 were male. DIET Siaha had 34 prospective teachers with 17 male and female each, DIET Champhai had 44 prospective teachers with 25 male and 19 female, DIET Kolasib had 44 prospective teachers with 20 male and 24 female, DIET Serchhip had 50 prospective teachers with 27 male and 23 female, DIET Lawngtlai had 44 prospective teachers with 25 male and 19 female. Out of total 539 female were more in number (299) than male (240) prospective teachers.

The study also included serving elementary school teacher from all eight districts. The distribution of teachers were as follows

Table 3.2.2**Distribution of serving elementary school teachers in Mizoram**

Sl. No	District	Level	Male	Female	Total
1	Aizawl	Primary Section	399	710	1109
		Middle Section	881	603	1484
2	Lunglei	Primary Section	334	310	644
		Middle Section	572	338	910
3	Saiha	Primary Section	332	190	522
		Middle Section	185	49	234
4	Champhai	Primary Section	185	206	391
		Middle Section	459	309	768
5	Kolasib	Primary Section	101	158	259
		Middle Section	231	168	399
6	Serchhip	Primary Section	113	107	220
		Middle Section	250	135	385
7	Lawngtlai	Primary Section	534	247	781
		Middle Section	123	82	205
8	Mamit	Primary Section	136	115	251
		Middle Section	224	130	354
Total			5059	3857	8916

Annual publication 2015-2016, School Education Department

Serving elementary school teachers were unevenly distributed across the states. Aizawl District had the large number of serving elementary school teachers both in Primary (1109) and Middle (1484) Sections followed by Lawngtlai district (781) in primary section and Lunglei district (910) in Middle section. Serchhip district had the least number of serving teachers in primary section with 220 in numbers and Lawngtlai district has the least number of serving teachers in middle section with 205. The total number of serving elementary school teacher was 8916 out of which 5059 were male and 3857 were female.

The population was large and therefore a sample was be drawn from the population.

3.3 SAMPLE OF THE STUDY

A sample is a selected group of some element/units from the total population, which are selected to represent. A sample has all the characteristics present in the same amount or intensity in which they are found in the population. Bias sample is usually avoided by randomly selecting a sample. The samples for the present study were selected as per the classification of the population and there were two sets of sample.

1. Sample of serving elementary school teachers
2. Sample of prospective elementary school teachers

The sample for prospective teachers was selected using proportional random sampling method. For selecting sample of serving teachers, a minimum of 5% of schools from all the eight districts were selected randomly.

Table 3.3.1

No. of sample selected from prospective elementary school teachers

Sl. No	Institution	POPULATION			% from the population	SAMPLE		
		Male	Female	Total		Male	Female	Total
1	DIET Aizawl	80	108	188	35	45	60	105
2	DIET Lunglei	47	66	113	21	26	37	63
3	DIET Saiha	17	17	34	6	10	9	19
4	DIET Champhai	25	19	44	8	13	11	24
5	DIET Kolasib	20	24	44	8	11	13	24
6	DIET Serchhip	12	29	41	8	7	16	23
7	DIET Lawngtlai	27	23	50	9	16	12	28
8	DIET Mamit	12	13	25	5	7	7	14
Total		240	299	539	100	134	166	300

Table 3.3.1 shows the distribution of prospective teachers at eight DIETs and no. of sample taken. DIET Aizawl had the largest number of prospective teachers' i.e.188, which covered 35% of the total number of prospective teachers (539). Hence, 35% of total sample (300) was taken from DIET Aizawl i.e. 105. DIET Lunglei held second highest prospective teachers with 113 (21%) perspective teachers and number of sample taken was 63. DIET Saiha had 34 (6%) prospective teachers and contributed 19 prospective teachers to the sample. DIET Kolasib and Champhai had 44 (8%) prospective teachers each and 24 prospective teachers were taken each for sample. DIET Serchhip and Lawngtlai had 41 (8%) and 50 (9) prospective teachers respectively; 23 and 28 prospective teachers were taken for sample. DIET Mamit had the least number of prospective teachers ie. 25 (5%) and contributed 14 prospective teachers to sample.

In Mizoram there are 1686 Government elementary schools, the number of schools covered for collection of sample was 123 (73 primary schools and 50 middle schools) which was 7.2% of the Total elementary schools.

Table 3.3.2
Distribution of schools in all the districts and No. of school covered

Sl. No	District	Level	Schools	%	Minimum No. of schools to be covered	No. of schools covered
1	Aizawl	Primary	275	16	14	19
		Middle	182	11	9	13
2	Lunglei	Primary	195	12	10	14
		Middle	106	6	5	14
3	Saiha	Primary	81	5	4	5
		Middle	27	2	1	4
4	Champhai	Primary	139	8	7	7
		Middle	101	6	5	7

5	Kolasib	Primary	73	4	4	4
		Middle	44	3	2	4
6	Serchhip	Primary	73	4	4	5
		Middle	54	3	3	3
7	Lawngtlai	Primary	193	11	10	13
		Middle	18	1	1	2
8	Mamit	Primary	81	5	4	6
		Middle	44	3	2	3
Total			1686	100	84	123

Annual publication 2015-2016, School Education Department

Aizawl district had the highest number of primary and middle schools with 275 and 182 respectively, which was 16% and 11% from the total schools. Hence, 14 primary schools and 9 middle schools were the minimum number of schools for sample. So, sample was collected from 19 primary schools and 13 middle schools (*Appendix-1*).

Lunglei district had 195 primary schools and 106 middle schools which was 12% and 6% from the total schools. Hence, sample was collected from 5 primary schools and 4 middle schools (*Appendix-1*).

Saiha district had 81 primary schools and 27 middle schools which was 5% and 2% from the total schools. Hence, sample was collected from 5 primary schools and 4 middle schools (*Appendix-1*).

Champhai district had 139 primary schools and 101 middle schools which was 8% and 6% from the total schools. Hence, sample was collected from 7 primary schools and 7 middle schools (*Appendix-1*).

Kolasib district had 73 primary schools and 44 middle schools which was 4% and 3% from the total schools. Hence, sample was collected from 4 primary schools and 4 middle schools (*Appendix-1*).

Serchhip district had 73 primary schools and 54 middle schools. five primary schools and three middle schools were selected for the present study (*Appendix-1*).

Lawngtlai district had 193 primary schools and 18 middle schools under District Council. Thirteen primary schools and two middle schools were selected for the present study (*Appendix-1*).

Mamit district had 81 primary schools and 44 middle schools, 6 primary schools and 3 middle schools were selected for the present study (*Appendix-1*).

In total, 115 government elementary schools were selected, from which sample of 300 serving elementary teachers were again selected by the process of proportionate random sampling. District wise, level wise and gender wise breakup of the sample is given in Table 3.3.3 as follows:

Table 3.3.3
The distribution of sample from the population

Sl. No	District	Level	No. of serving Teachers in population		Total	% of serving teachers in Population		No. of serving Teachers in Sample	
			Male	Female		M	F	Male	Female
1	Aizawl	Primary	399	710	1109	4	8	13	24
		Middle	881	603	1484	10	7	30	20
2	Lunglei	Primary	334	310	644	4	3	11	10
		Middle	572	338	910	6	4	19	11
3	Saiha	Primary	332	190	522	4	2	11	6
		Middle	185	49	234	2	1	6	2
4	Champhai	Primary	185	206	391	2	2	6	7
		Middle	459	309	768	5	3	15	10
5	Kolasib	Primary	101	158	259	1	2	3	5
		Middle	231	168	399	3	2	8	6
6	Serchhip	Primary	113	107	220	1	1	4	4
		Middle	250	135	385	3	2	8	5
7	Lawngtlai	Primary	534	247	781	6	3	18	8
		Middle	123	82	205	1	1	4	3
8	Mamit	Primary	136	115	251	2	1	5	4
		Middle	224	130	354	3	1	8	4
Grand Total			5059	3857	8916	57	43	170	130

The sample was comprised of serving primary school teachers and serving middle school teachers, male and female serving teachers, rural and urban student teachers.

Out of 300 serving teachers selected, Aizawl district contributed 87 to the sample, which was the highest in number amongst other districts, and the lowest contributor was Mamit district with 21 serving teachers. By gender wise the sample comprised of 170 male and 130 female.

3.4 RESEARCH TOOLS

The data relating to the attitude towards teaching profession have been collected with the help of personal information sheet and attitude scale, which were developed by the investigator specifically for prospective and serving elementary school teachers.

3.4.1 Attitude Scale: Measurement of Attitude towards Teaching

Attitude measurement involves a complex process as it relates to human behaviour, it was a difficult task to transform behaviour into quantitative terms. There are various methods of measuring attitude. Measurement implies the process of obtaining data or information which can be utilised for analysis. Attitude measurement is the process of measuring a person's attitude towards an object, task etc. Before any measurement one has to find out what to measure, whom to measure, the degree of accuracy, the cost permissible and the choices available in the measurement/data collection techniques.

Perhaps the most straightforward way of finding out about someone's attitudes would be to ask them. However, attitudes are related to self-image and social acceptance. In order to preserve a positive self-image, people's responses may be affected by social desirability. They may not well tell about their true attitudes, but answer in a way that they feel socially acceptable. Given this problem, various

methods of measuring attitudes have been developed. However, the most commonly used method was Thurstone Attitude Scale and Likert Scale.

Thurstone's Equal-Appearing Interval Scale

Thurstone scale is defined as a unidimensional scale that is used to track respondent's behavior, attitude or feeling towards a subject. This scale consists of statements about a particular issue or topic where each statement has a numerical value that indicates the respondents' attitude towards the topic as favorable or unfavorable. Respondents indicate the statements that they agree with, and an average is computed. A mean score of the agreements or disagreements is calculated as the attitude of the respondent towards the topic.

The Likert Scale

The summative models assume that the individual items in the scale are monotonically related to the underlying attributes and a summation of the item scores is related linearly to the attitude. In a summative model, one obtains the total score by adding scores on individual items. For the statements that imply negative attitudes, the scoring is reversed. The scales allow an expression of the intensity of feeling. These scales are also called Likert scales. Here, instead of having just "agree" and "disagree" in the scale, we can have intensities varying from "strongly agree" to "strongly disagree".

For scoring the items, a value of '5' may be given to the responses indicating "strong agreement", '4' for "simple agreement", '3' for "undecided", '2' for "disagree" and '1' for "strongly disagree". Thus each individual can be assigned a single quantitative score for the measurement of his attitude. In equal-appearing interval scales, the attitude score obtained by a single individual has an absolute interpretation in terms of the psychological continuum of scale values of the statements making up the scale. The attitude score of an individual is taken as the mean or median of the scale values of the statements with which he agrees. If it falls in the middle range of the psychological continuum, the attitude of the individual is

described as “neutral”. If it falls towards the favourable end of the continuum, it is described as “favourable”. If it falls towards the unfavourable end, it is described as “unfavourable”. In an equal-appearing interval type of scale, the interpretation of an attitude score is made independently of the distribution of scores for a particular group of individuals. The interpretation of the summated-rating attitude score of an individual in terms of favourableness or unfavourableness is always done with the help of the mean of norm group.

Both the two attitude scales are good instruments and have their own values and limitations. The researcher chooses Likert scale for measuring attitude towards teaching profession.

3.4.2 STEPS IN CONSTRUCTION OF THE ATTITUDE OF TEACHERS TOWARD TEACHING PROFESSION SCALE

To find out attitude of serving and prospective elementary teachers’ in Mizoram an attitude scale was constructed by the investigator. This particular method of constructing the scale was devised by Likert in 1932. In this method the following steps were adopted for construction of the scale

- 1) Collection of a number of statements to construct tools depicting attitude towards teaching profession.
- 2) Preparation of Pilot Scale.
- 3) Administration of the Scale for analysing the statements.
- 4) Determining the reliability and validity of the scale
- 5) Final selection of the items to study the attitude of prospective and serving elementary school teachers towards teaching profession.

3.4.2.1 Item Writing

The investigator studied literature on attitude towards teaching profession, books journals and research carried out within the country as well as outside the country. Attitude scale already constructed was also consulted at the same time. The

statements were prepared in such a way that it included various areas which have direct consequences on teaching profession. Altogether four different components were selected to construct statements reflecting the attitudes of serving and prospective elementary school teachers towards teaching profession. The areas were

Table 3.4.1
Items (favourable and unfavourable) and their distribution over different area/dimensions in the draft tools

Sl. No	Areas	Favourable Statements	Unfavourable Statements	Total
1	Academic & Administrative	9	14	23
2	Social & psychological	15	9	24
3	Professional development	2	4	6
4	Economic aspects	4	3	7
Total		30	30	60

i. Academic & Administrative

This area includes statements pertaining to the academic and administrative aspect of the profession. These statements are related to the predispositions teachers generally have for the type and nature of work they are doing. The predispositions they have for their commitment to academic work, the predisposition of teachers on their involvement in the school administrative tasks, curriculum development and co-curricular activities etc. are some of the ingredients of the component. This area has 23 statements out of which 9 are favourable statements and 14 are unfavourable statements.

ii. Social & psychological

This component pertains to the tendency of teachers as regards to the social status of teaching profession, morale boosting and its influence on society. The psychological feeling of teachers in terms of security or insecurity,

pleasure or pain is also included. This area has 24 statements out of which 15 are favourable statements and 9 are unfavourable statements

iii. Professional development

This group includes statements pertaining to the professional development and growth of teachers in his/her profession. This area has six statements out of which 2 are favourable statements and 4 are unfavorable statements.

iv. Economic aspects

This component pertains to the tendency of teachers about the economic profitability of the profession in terms of salary and other benefits. This area has 7 statements out of which 4 are favourable statements and 3 were unfavourable statements.

Based on the study of various literature 60 statements were generated to developed the attitude scale. In the selection of statements, positive and negative statements were approximately equal in number. It is to state that out of the constructed 60 statements, 30 statements reflected positive attitude and 30 statements reflected negative attitude of teachers' towards teaching profession.

An answer sheet was prepared having five alternative options in each statement. Weights were assigned to each alternative as suggested by Edwards (1957) as

Table 3.4.2
Score chart for positive and negative statements

Response	Score for item	
	Positive Statement	Negative Statement
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

All the statements can be scored accordingly the responses to negative statements are weighted 1, 2, 3, 4, 5, and the responses to positive statements are weighted 5, 4, 3, 2, 1 respectively from Strongly Agree (SA) to Strongly Disagree (SD).

3.4.2.2 Judgement validation

The items were given to three professionals in the field of teacher education and were requested to give their opinion regarding the nature and suitability of each item for measuring attitude on teaching profession, the clarity of language and suggestion for further improvement.

3.4.2.3 Preparation of pilot scale

As suggested by the experts, the items, which were uncertain and redundant, were removed and the total number of items was reduced to 50 (Table 3.4.3). Thus, 25-25 positive and negative statements were selected for the pilot run of Attitude of Teachers toward Teaching Profession Scale (ATTPS) (*See Appendix-II*). A comprehensive and reliable pilot scale was finalized. Instructions and personal information sheet was also incorporated in the test booklet.

Table 3.4.3
Items (favorable and unfavorable) and their distribution over different area/dimensions in the tools

Sl. No	Areas	Favourable Statements	Unfavourable Statements	Total
1	Academic & Administrative	6	14	20
2	Social & psychological	15	6	21
3	Professional development	0	4	4
4	Economic aspects	4	1	5
Total		25	25	50

3.4.2.4 Try Out

Nunnally (1970) suggested that the sample chosen for the pilot test should be similar to the sample with which the final tool is to be used. As such, the tool consisting of 50 statements was first administered to a group of 200 serving and prospective teachers i.e. 100 (Male=50, Female=50) serving elementary school teachers and 100 (Male=50, Female=50) prospective elementary school teachers from eight districts represented the population for which the final test is intended. The distribution of sample for pilot test was shown in Table 3.4.4

Table 3.4.4
Distribution of respondents for pilot test

Sl. No	District	No. of Serving teachers	No. of Prospective teachers	Total
1	Aizawl	20 (M=10,F=10)	20 (M=10,F=10)	40
2	Lunglei	20 (M=10,F=10)	20 (M=10,F=10)	40
3	Saiha	10 (M=5,F=5)	10 (M=5,F=5)	20
4	Champhai	10 (M=5,F=5)	10 (M=5,F=5)	20
5	Kolasib	10 (M=5,F=5)	10 (M=5,F=5)	20
6	Serchhip	10 (M=5,F=5)	10 (M=5,F=5)	20
7	Lawngtlai	10 (M=5,F=5)	10 (M=5,F=5)	20
8	Mamit	10 (M=5,F=5)	10 (M=5,F=5)	20
Total		100	100	200

When the pilot test was administered it was made clear to respondents to make sure that there was no omitted item and informed that there was no correct and incorrect response for any item. The serving and prospective teachers were requested to respond each statement in accordance with their own viewpoint and decisions.

After completion of the test, the tool was then collected. In order to get results, scoring was done with 5 Likert scale. i.e.

- (i) Strongly Agree-(SA)
- (ii) Agree-(A)
- (iii) Undecided-(U)
- (iv) Disagree-(DA)
- (v) Strongly Disagree-(SD).

3.4.2.5 Scoring of Statement:

All statements can be scored. Accordingly, the responses to negative statements are weighted 1, 2, 3, 4, 5, and the responses to positive statements are weighted 5, 4, 3, 2, 1 respectively from S. A. to S.D. Hence, investigator scored all the statements of all the responded attitude scales from 1 to 5 and 5 to 1 for negative and positive statement respectively. There are 50 items in the scale. So, maximum score a respondent can have is 250. Adding scores on positive and negative statements calculated the total score, care was taken in order to get correct scores, which was at the base of the final form of constructing attitude scale for the same.

3.4.2.6 Item Discrimination/analysis:

The responses of the respondents were scored and arranged in descending order. Top 27 percent from the highest score and 27 percent from the lowest score i.e. Among 200 students 54 highest and 54 lowest scores were separated which serves as two criterion groups in order to evaluate each individual item of the scale as given by Edwards (1957). Mean and Standard Deviation was calculated for individual item separately, highest 27% and lowest 27% group of serving and prospective teachers. Using t-value, the discriminating value for each item was calculated. Item having t-value greater than 1.95 was selected for the final draft of attitude scale. A 't-value' which was greater than 1.95 indicates that the average response of the highest to lowest groups of students to a statement statistically differs significantly. Out of 50 items/ statements, 11 items have t-value less than 1.95 which was rejected for attitude scale and 39 items with t-value having more than 1.95 (t-value) was selected for final draft of attitude scale.

Table 3.4.5

Group Statistics: Mean, SD, SE Mean and t-Value of high and low groups on different items of attitude of Teachers toward teaching profession Scale (ATTPS)

Item	Group	N	Mean	SD	Std. Error Mean	t-value	Significance	Selected/ Rejected
Item_1	Higher	54	4.7037	.63334	.08619	2.666	**	Selected
	Lower	54	4.3148	.86492	.11770			
Item_2	Higher	54	3.2222	.92485	.12586	1.994	**	Selected
	Lower	54	2.8148	1.18280	.16096			
Item_3	Higher	54	4.7963	.40653	.05532	4.032	**	Selected
	Lower	54	4.2963	.81564	.11099			
Item_4	Higher	54	3.8704	.80203	.10914	5.472	**	Selected
	Lower	54	2.9074	1.01440	.13804			
Item_5	Higher	54	3.9074	.99562	.13549	1.705	NS	Rejected
	Lower	54	3.5556	1.14376	.15565			
Item_6	Higher	54	3.6852	.94817	.12903	4.362	**	Selected
	Lower	54	2.8519	1.03536	.14090			
Item_7	Higher	54	3.7778	.94503	.12860	1.222	NS	Rejected
	Lower	54	3.5556	.94503	.12860			
Item_8	Higher	54	3.6296	.99615	.13556	5.205	**	Selected
	Lower	54	2.6852	.88646	.12063			
Item_9	Higher	54	4.3704	.52472	.07141	.978	NS	Rejected
	Lower	54	4.2593	.64968	.08841			
Item_10	Higher	54	4.3148	.79679	.10843	7.333	**	Selected
	Lower	54	2.9815	1.07266	.14597			
Item_11	Higher	54	4.6667	.51396	.06994	5.228	**	Selected
	Lower	54	3.8889	.96479	.13129			

Item_12	Higher	54	4.0370	.82332	.11204	7.348	**	Selected
	Lower	54	2.6481	1.11858	.15222			
Item_13	Higher	54	4.2963	.50017	.06807	1.421	NS	Rejected
	Lower	54	4.1111	.81650	.11111			
Item_14	Higher	54	3.5370	.81757	.11126	2.806	**	Selected
	Lower	54	3.0556	.95989	.13062			
Item_15	Higher	54	4.7037	.50017	.06807	3.219	**	Selected
	Lower	54	4.2778	.83365	.11345			
Item_16	Higher	54	3.3704	.97702	.13296	2.218	**	Selected
	Lower	54	2.9630	.93087	.12668			
Item_17	Higher	54	3.2778	1.10602	.15051	1.021	NS	Rejected
	Lower	54	3.0556	1.15606	.15732			
Item_18	Higher	54	3.7593	1.00818	.13720	5.357	**	Selected
	Lower	54	2.7593	.93031	.12660			
Item_19	Higher	54	4.5556	.60397	.08219	2.187	**	Selected
	Lower	54	4.2778	.71154	.09683			
tem_20	Higher	54	3.0370	.82332	.11204	1.706	NS	Rejected
	Lower	54	2.7407	.97488	.13266			
Item_21	Higher	54	3.9444	.52903	.07199	3.189	**	Selected
	Lower	54	3.4815	.92636	.12606			
Item_22	Higher	54	4.4815	.60628	.08250	6.874	**	Selected
	Lower	54	3.3889	.99843	.13587			
Item_23	Higher	54	4.1852	.61657	.08390	1.495	NS	Rejected
	Lower	54	3.9815	.78885	.10735			
Item_24	Higher	54	4.7593	.47325	.06440	6.223	**	Selected
	Lower	54	3.8333	.98575	.13414			
Item_25	Higher	54	4.3519	.82776	.11264	1.522	NS	Rejected
	Lower	54	4.1111	.81650	.11111			
Item_26	Higher	54	3.0000	.97129	.13218	2.180	**	Selected
	Lower	54	2.5741	1.05691	.14383			

Item_27	Higher	54	4.2407	.54721	.07447	3.514	**	Selected
	Lower	54	3.7593	.84530	.11503			
Item_28	Higher	54	4.1111	.76889	.10463	6.899	**	Selected
	Lower	54	2.9630	.95093	.12940			
Item_29	Higher	54	4.2037	.45056	.06131	2.785	**	Selected
	Lower	54	3.9259	.57796	.07865			
Item_30	Higher	54	3.7222	.83365	.11345	3.481	**	Selected
	Lower	54	3.1296	.93256	.12691			
Item_31	Higher	54	4.5000	.50469	.06868	5.529	**	Selected
	Lower	54	3.7778	.81650	.11111			
Item_32	Higher	54	4.1111	.57188	.07782	4.928	**	Selected
	Lower	54	3.4074	.87993	.11974			
Item_33	Higher	54	3.2963	1.19163	.16216	2.373	**	Selected
	Lower	54	2.7778	1.07575	.14639			
Item_34	Higher	54	4.0370	.95093	.12940	5.585	**	Selected
	Lower	54	2.9630	1.04544	.14227			
Item_35	Higher	54	3.7778	.60397	.08219	2.253	**	Selected
	Lower	54	3.4444	.90422	.12305			
Item_36	Higher	54	4.1852	.67500	.09186	6.213	**	Selected
	Lower	54	3.0000	1.22859	.16719			
Item_37	Higher	54	4.7222	.49208	.06696	4.119	**	Selected
	Lower	54	4.2222	.74395	.10124			
Item_38	Higher	54	3.7963	.95916	.13053	4.052	**	Selected
	Lower	54	2.9815	1.12419	.15298			
Item_39	Higher	54	4.5185	.50435	.06863	4.928	**	Selected
	Lower	54	3.9074	.75906	.10329			
Item_40	Higher	54	3.7778	.74395	.10124	3.231	**	Selected
	Lower	54	3.2593	.91497	.12451			
Item_41	Higher	54	4.5185	.63664	.08664	3.757	**	Selected
	Lower	54	3.9259	.96840	.13178			

Item_42	Higher	54	3.6667	.99052	.13479	3.058	**	Selected
	Lower	54	3.0000	1.25893	.17132			
Item_43	Higher	54	4.2037	.52771	.07181	1.498	NS	Rejected
	Lower	54	4.0185	.73947	.10063			
Item_44	Higher	54	4.2963	.60281	.08203	4.442	**	Selected
	Lower	54	3.6111	.95989	.13062			
Item_45	Higher	54	3.6852	.86492	.11770	1.562	NS	Rejected
	Lower	54	3.4259	.86005	.11704			
Item_46	Higher	54	4.2407	.43155	.05873	5.892	**	Selected
	Lower	54	3.3704	.99615	.13556			
Item_47	Higher	54	2.0370	1.09825	.14945	-2.558	NS	Rejected
	Lower	54	2.5370	.92579	.12598			
Item_48	Higher	54	3.6852	1.04293	.14192	2.597	**	Selected
	Lower	54	3.2037	.87695	.11934			
Item_49	Higher	54	4.6667	.58277	.07931	4.864	**	Selected
	Lower	54	4.1111	.60397	.08219			
Item_50	Higher	54	4.4630	.84033	.11435	6.220	**	Selected
	Lower	54	3.2963	1.09251	.14867			

(NS means not significant, ** means significant at 0.01 level)

3.4.2.7 Final Form of Attitude of Teachers toward Teaching Profession Scale

At the end of calculation of t-value using computer software, selection of 39 statements was finalised. According to t-values, the statement having the highest t-value with 7.34 was the statement number 12. Investigator selected 39 statements having comparatively higher t-values out of 50 statements and as stated in the Table 3.11. The cut off t-value in selecting 39 statements was 1.95. In selecting these 39 statements for the final form of attitude scale proper care was taken that they represented all the components with balanced numbers of positive and negative statements.

In order to get an accurate result of the serving and prospective elementary school teachers' attitude care was taken in the final attitude scale. Now that the Attitude Scale Towards Teaching Profession was in its final form (See *Appendix-III*), it consisted of three pages. The first page was designed to collect the information of the respondent

- (1) Full name of the student/Teachers
- (2) Gender
- (3) Age
- (4) Teaching Experience
- (5) Educational Qualification
- (6) Name of Institution/School
- (7) District

The above information sheet was made in such a way that it aligned with the objective of the study. The information required can be added on with respect to the objectives of the study.

3.4.2.8 Establishment of Reliability

Anastasi (1970) explains reliability as, "Reliability refers to the consistency of score obtained by the same individual, when re-examined with the same test on different occasions." For any scale to obtain dependable result, it is important that the scale should be reliable. In order to test the reliability of the scale the investigator administered the scale to 200 serving and prospective elementary school teachers. There are various methods of calculating reliability of the tools. The investigator selected the most appropriate methods for determining the reliability as under.

1. Split half method :

The whole scale was divided into two halves; all odd numbered items were clubbed together as one group and all even numbered items in another group. The coefficient of reliability was computed between the two halves of the scores i.e. even numbered group and odd numbered group by using the Spearman Brown Formula and Guttman Split-Half Co-efficient.

a) Spearman Brown Formula:

The Spearman-Brown Formula (also called the Spearman-Brown Prophecy Formula) is a measure of test reliability. The reliability coefficient of the whole test is calculated by means of the Spearman Brown Prophecy Formula.

$$R = n \times r / 1 + (n-1) r$$

where 'r' is the coefficient of reliability obtained between the ' n' parts of the divided test, ' R' is the reliability of the test.

SPSS23 was used for calculating co-efficient of co-relation. Hence, the co-efficient of co-relation with Spearman Brown formula in Split Half method is $r = 0.721$ which shows that the reliability co-efficient of the present scale is good.

b) Guttman Reliability

Guttman published six measures of reliability based on the split-half method. We will consider his lambda 4 measurement, namely

$$\lambda = \frac{4cov(h_1, h_2)}{var(t)}$$

where h_1 represents the partial scores from the first half, h_2 represents the partial scores from the second half and t represents the total scores. Thus, each split half produces a different value of λ . SPSS23 was used to calculate Guttman Split half coefficient, which was 0.719; it shows that the scale was reliable.

2. Cronbach alpha

Cronbach's alpha is used as a measure of internal consistency, i.e. how a set of items in a group are closely related. It is considered to be a measure of scale reliability. A "high" value for alpha does not imply that the measure is unidimensional. If, in addition to measuring internal consistency, you wish to provide evidence that the scale in question is unidimensional, additional analyses can be performed. Exploratory factor analysis is one method of checking dimensionality. Technically speaking, Cronbach's alpha is not a statistical test – it is a coefficient of reliability (UCLA:SCG).

The formula for the Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance. . For the split-half coefficient and the alpha coefficient the following guidelines can be used (Cohen, Manion & Morrison, 2007):

- >0.90 very highly reliable
- 0.80–0.90 highly reliable
- 0.70–0.79 reliable
- 0.60–0.69 marginally/minimally reliable
- <0.60 unacceptably low reliability

The scores of all 108 students on 39 items were entered into SPSS23 was used to calculate Cronbach's Alpha. The alpha coefficient is 0.791, indicating that the items have high internal consistency. (Note: a reliability coefficient of .70 or higher is considered “acceptable” in most social science research situations.)

3.4.2.9 Establishment of Validity

In the procedure of standardization of any test, validity of the test is one of the vital important dimensions to decide about the effectiveness or usefulness of the test. The validity of a measurement tool (for example, a test in education) is considered to be the degree to which the tool measures what it claims to measure. In other words, validity can be defined as the accuracy with which the scale measure what it claims to measure. According to H. E. Garrett (1966)

“The validity of a test or any measuring instrument depends upon the fidelity with which it measures what it proposes to measure.”

Validation of a test score is the most important step in the process of standardization of tool. The validity of the tool was established by the following methods.

Content Validity

The scale was developed by including all the necessary areas and requirement. At first, the investigator studied some literature and references and had a discussion with some eminent experts in teacher education and educational research on components related to the topic. With all the recommendations and suggestions made by the experts the investigator constructed draft form of attitude scale. The researcher chooses three experts from the Department of Education and copies of this draft form of attitude scale were sent to the experts for their comments and creative suggestions. The draft scale contained 60 items spread over four areas. With experts' suggestions and recommendations, some of the statements in the draft form were selected as it was and some of the statements were modified, whereas some statements were rejected. Thus, 50 statements were accepted and approved by the experts to measure the attitude. The areas and the statements in the scale were adequately representing the behavior domain to be measured. Thus, it can be said that the present attitude scale is undoubtedly valid as far as the content used in the formation of the statement is concerned

3.4.2.10 Norms and Interpretation of Attitude scale

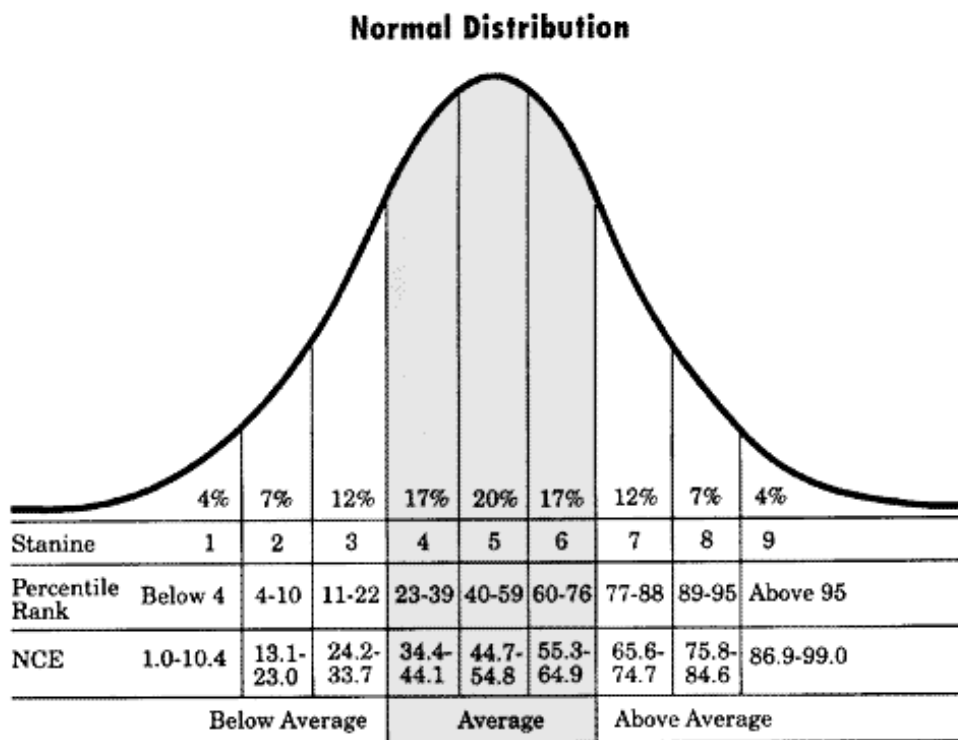
A norm represents a level of performance for a particular group in a test. In psychological test, unless we have some interpretive data, raw score alone is insignificant. So the scores are interpreted by reference to norms which represent the performance of the standardized sample.

Stanine Scores Norm

For the the present study Stanine score was used which was a way of scaling test scores on a nine-point scale. The range in the Stanine starts from 1 to 9 along the base line of the normal distribution curve, each scale has a width of 0.5, standard deviations excluding the first and last and the median is 5. Stanines have a mean of 5

and a standard deviation of 2. The Scale values have nine intervals beginning with the highest are +1.75 and above, +1.25 to +1.75, +0.75 to +1.25, +0.25 to +0.75 and +0.25 to -0.25, -0.25 to -0.75, -0.75 to -1.25, -1.25 to -1.75 and -1.75 to -5.0. The highest and the lowest intervals are kept open-ended.

Fig 3.1
A normal distribution of stanines, percentile ranks, normal curve equivalents and performance classifications



A Normal Distribution of Stanines, Percentile Ranks,
 Normal Curve Equivalents, and Performance Classifications

(Source: <https://study.com/academy/lesson/stanines-definition-lesson-quiz.html>)

The investigator administered the attitude towards science scale on a sample of 200 elementary school respondents both from the prospective teachers (100) and serving teachers (100). The raw scores collected were converted into stanine. The scores above 6 (raw score above 149) constitute positive attitude, those below the 5 (raw score below 144) constitute negative attitude and the score 6 (raw score

between 144-149) constitute a neutral attitude, Table - 3.4.6 shows the norms for interpretation of the Attitude of teachers toward Teaching Profession.

Table 3.4.6
Interpretation of Attitude of Teachers toward Teaching Profession Scale

Stanine	Score Range	Results
1	125 and below	Negative Attitude
2	126-131	Negative Attitude
3	132-137	Negative Attitude
4	138-143	Negative Attitude
5	144-149	Neutral Attitude
6	150-155	Positive Attitude
7	156-160	Positive Attitude
8	161-166	Positive Attitude
9	167 and above	Positive Attitude

3.5 PROCEDURE OF THE DATA COLLECTION

Verbalized attitude usually does not correlate highly with behavior pertaining to the attitude. For this purpose, the attitude scale was converted into a rating scale by grouping the scale items and expressing them in behavioral form in such a way that each item contained a specific behaviour. The rating scale was administered to the student teachers.

After selecting the items and printing the tools for data collection, the researcher visited all the eight DIET's from each districts under investigation. The investigator discussed in detail about his investigation with Principals of the respective DIET's and with the permission of the Principal the researcher personally contacted all the respondents to collect the necessary data , and the respondents

(Prospective teachers) were given explanations about the nature and purpose of the study. Clear instructions were prepared for the respondents. The researcher told the respondents that there were neither time limits nor right or wrong answers in the responses and the individual prospective teachers are quite free to express their responses as they feel. The researcher also told that the individual responses will be kept strictly confidential and data furnished by the individual teacher will be used only for research purpose without disclosing individual identity. Test booklet of attitude was then distributed to the subjects. The test is self-administering and to ensure careful understanding of the instruction, the researcher gave proper direction and explanation besides the individual reading. The respondents were asked to decide about their agreement with the statements and mark the relevant response category honestly on the answer sheet and with the request to complete all the statements. After the prospective teachers completed to answer all the statements, the researcher collected the respond sheet. Thus, the tests were administered under proper testing conditions. Each session of testing, ended with a vote of thanks to the Principals and the respondents.

In the second phase of collection of data, the researcher first worked out the minimum number of schools to visit. By convenience the researcher selected the school and collected the required data from the serving elementary school teachers of selected schools in each district. The test was administered in the same procedure as done with the prospective teachers.

3.6 PROCEDURE OF THE DATA ANALYSIS

The data collected for the variables was analyzed using statistical tools such as- mean and standard deviation to measure the teachers' attitude towards teaching profession. A t-test was used for calculating - the significance difference between attitude of male and female prospective elementary school teachers, the significance difference between attitude of male and female serving elementary school teachers, the significance difference between attitude of graduate and undergraduate

prospective elementary school teachers, the significance difference between attitude of graduate and undergraduate serving elementary school teachers student teachers. Pearson's correlation coefficient was used to find the correlation of attitude towards teaching profession and age of serving and prospective elementary school teachers. Microsoft Excel 2007 and SPSS23 software were used for analyzing the data.

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CHAPTER IV

The present chapter focuses on the analysis and interpretation of data. These data were collected from prospective teachers from eight districts and also from serving teachers, teaching in the elementary schools of eight districts of Mizoram by using the attitude scale towards teaching profession. The responses obtained from the respondents were properly classified, scored in accordance with the standard scoring procedure and tabulated for analysis. Data analysis was done using appropriate statistical techniques using SPSS software in order to attain the objectives of the study and to test the hypothesis, the data collected was also treated statistically using means, standard deviation, z-score, stanine score, t-test and correlations. Keeping in view the objectives and hypotheses of the present study, the findings were meaningfully interpreted. The findings for the present study were systematically presented in accordance with the objectives as follows

4.1 Attitude of Serving Elementary School Teachers in Mizoram towards Teaching Profession

In order to find out the attitude of serving elementary school teachers towards teaching profession, an attitude scale developed by the investigator was given to serving teachers. The score of serving elementary school teachers on the attitude scale were categorised on the basis of the stanine scores into three groups; positive attitude (scores 150 and above); neutral attitude (scores from 144 to 149) and negative attitude (scores 143 and below).

The following Table 4.1 shows the number and percentage of serving elementary school teachers' attitude teaching profession.

Table 4.1
Distribution of respondents' (serving elementary school teachers in Mizoram) attitude towards teaching profession

Stanine	Score	Distribution of respondents (out of 300)	Total	Attitude	%
1	125 and below	17	116	Negative	38.67
2	126-131	18			
3	132-137	27			
4	138-143	54			
5	144-149	64	64	Neutral	21.33
6	150-155	62	120	Positive	40
7	156-160	32			
8	161-166	19			
9	167 and above	7			

Table 4.1 provides information about the distribution of the respondents' attitude towards teaching profession. This Table shows that out of a total of 300 respondents, 64 (21.33 %) serving teachers had neutral level of attitude towards teaching profession, 120 (40 %) teachers had positive attitude while 116 (38.67 %) teachers had negative attitude towards teaching profession. This implies that majority of the serving elementary school teachers had positive attitude towards teaching profession in Mizoram.

4.2 Attitude of Prospective Elementary School Teachers in Mizoram towards Teaching Profession

In order to find out the attitude of prospective elementary school teachers towards teaching profession, an attitude scale developed by the investigator was also given to prospective teachers, the score of prospective elementary school teachers on the attitude scale were categorised based on the stanine scores. The stanine score on

the attitude scale was categorised into three group; positive attitude (scores 150 and above); neutral attitude towards teaching profession (scores from 144 to 149) and negative attitude (scores 143 and below).

Table 4.2
Distribution of respondents' (prospective elementary school teachers in Mizoram) attitude towards teaching profession

Stanine	Score	Distribution of respondents (out of 300)	Total	Attitude	%
1	125 and below	18	93	Negative	31
2	126-131	16			
3	132-137	21			
4	138-143	38			
5	144-149	52	52	Neutral	17.3
6	150-155	69	155	Positive	51.6
7	156-160	37			
8	161-166	35			
9	167 and above	14			

Table 4.2 gives information about the distribution of the prospective elementary school teachers' attitude towards teaching profession. This Table shows that out of a total of 300 respondents, 52 (17.33 %) prospective teachers had average level of attitude towards teaching profession, 155 (51.67 %) prospective teachers had high level of attitude while 93 (31 %) prospective teachers had low level of attitude towards teaching profession. This implies that majority of the prospective elementary school teachers had positive attitude towards teaching profession in Mizoram.

4.3. Attitude of Serving Elementary Schools Teachers in Mizoram towards Teaching Profession in Relation to Age

.The serving elementary school teachers of Mizoram were divided into three categories viz. below 30 years of age, between 30-40 years of age and above 40 years of age.

The following Table 4.3.1 shows the number and percentage of serving elementary school teachers' attitude towards teaching profession.

Table 4.3.1
Attitude of serving elementary schools teachers in Mizoram towards teaching profession in relation to age

Age Group	Positive Attitude	Neutral Attitude	Negative Attitude	Total
Below 30	11 (48%)	8 (35%)	4 (17%)	23
Between 30-40	50 (46%)	18 (17%)	40 (37%)	108
Above 40	59 (35%)	38 (23%)	72 (42%)	169

Table 4.3.1 highlights that out of 300 serving elementary school teachers in Mizoram, 23 were below 30 years of age out of which 11 (48%) had positive attitude, 8 (35%) had neutral attitude and 4 (17%) had negative attitude. There were 108 serving elementary school teachers in the age group of 30-40 years of age, where 50 (46%) had positive attitude, 18 (17%) had neutral attitude and 40(37%) had negative attitude. The age group above 40 years of age had 169 serving elementary school teachers, where 59 (35%) had positive attitude, 38 (23%) had neutral attitude and 72 (42%) had negative attitude.

4.3.1 Correlation between Attitude and Age of Serving Elementary School Teachers

A mutual relationship or connection between attitude towards teaching profession and age of serving elementary school teachers were computed. For this, the strength of the linear relationship between score on the attitude scale and age was measured. The details are presented in the following Table.

Table 4.3.2
Correlation between attitude and age of serving elementary school teachers

Categories (N=300)	Attitude	Age
Attitude	1	-0.164 **
Age	-0.164 **	1

*(** means correlation is significant at 0.01 level)*

A Pearson product-moment correlation coefficient was computed to assess the relationship between the attitude of serving elementary school teachers and their age. Table 4.3.2 shows correlation of respondents' levels of attitude towards teaching profession (ATTP) and their age, the result was found to be negative and significant ($r = -0.164$, $p = 0.004$) at 0.01 level of confidence. Thus, there existed a low negative correlation between these two variables, which implies that as the age of serving elementary school teachers increased, their attitude towards teaching profession was slightly decreased and vice versa.

4.4 Attitude of Prospective Elementary Schools Teachers in Mizoram towards Teaching Profession in relation to Age

Prospective elementary school teachers of Mizoram were divided into three categories viz. below 25 years of age, between 25-35 years of age and above 35 years of age. Majority of the prospective teachers were below 30 years of age. Hence, the

classification of age group was a little bit different from classification of serving teachers

The following Table 4.4.1 shows the number and percentage of serving elementary school teachers' attitude towards teaching profession.

Table 4.4.1
Attitude of prospective elementary schools teachers in Mizoram towards teaching profession in relation to age

Age Group	Positive Attitude	Neutral Attitude	Negative Attitude	Total
Below 25	80 (51%)	26 (17%)	50 (32%)	156
Between 25-35	71 (51%)	26 (19%)	43 (31%)	140
Above 35	4 (100%)	0 (0%)	0 (0%)	4

Table 4.4.1 highlights that out of 300 prospective elementary school teachers in Mizoram, the largest group which is below 25 years of age had 156 prospective teachers out of which 80 (51%) had positive attitude, 26 (17%) had neutral attitude and 50 (32%) had negative attitude. There were 140 serving elementary school teachers in the age group of 25-35 years of age, where 71 (51%) had positive attitude, 26 (17%) had neutral attitude and 43(31%) had negative attitude. The age group above 35 years of age had 4 serving elementary school teachers, where 4 (100%) had positive attitude, none of the member in this category had neutral nor negative attitude.

4.4.1. Correlation between Attitude and Age of Prospective Elementary School Teachers

A mutual relationship or connection between attitude towards teaching profession and age of prospective elementary school teachers were also computed.

For this, the strength of the linear relationship between score on the attitude scale and age was measured. The details are presented in the following Table.

Table 4.4.2
Correlation between attitude and age of prospective elementary school teachers

Catagories (N=300)	Attitude	Age
Attitude	1	0.167 **
Age	0.167 **	1

*(** means correlation is significant at 0.01 level)*

A Pearson product-moment correlation coefficient was computed to assess the relationship between the attitude of prospective elementary school teachers and their age. Table 4.3.2 shows correlation of respondents' levels of attitude towards teaching profession (ATTP) and their age, it was found to be positive and significant ($r = 0.167$, $p = 0.004$) at 0.01 level of confidence. Thus, there existed a low positive correlation between these two variables, which implies that as the age of prospective elementary school teachers increased, their attitude towards teaching profession was also slightly increased and vice versa.

4.5 Comparison of the Attitude of Serving Elementary School Teachers of Mizoram in Relation to Gender

SPSS and Microsoft Excel 2007 were used to calculate mean, Standard deviation, minimum score and Maximum score. The following Table 4.5.1 shows the number and percentage of serving elementary school teachers' attitude towards teaching profession.

Table 4.5.1

Attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to gender

Respondents	Positive Attitude	Neutral Attitude	Negative Attitude	Total
Male	58 (35%)	35 (21%)	71 (43%)	164
Female	62 (29%)	29 (21%)	45 (33%)	136

Table 4.5.1 highlights that out of 164 male serving teachers 58(36%) had positive attitude, 35 (21%) had neutral attitude and 71 (43%) had negative attitude. Out of 136 female serving teachers, 62 (46%) had positive attitude, 29 (21%) had neutral attitude and 45 (33%) had negative attitude. This indicates that majority of the female serving teachers had positive attitude. On the other hand, numbers of male teachers' who possessed negative attitude were higher than male teacher having positive attitude.

The present study was also undertaken with the purpose of comparison between independent variables and dependent variable with some sub-variable of prospective and serving elementary school teachers. The purpose of differential analysis is to know the difference between two groups i.e., variation of the first group and variation of the second group.

A 't'-test was applied to compare the attitude of serving elementary school teachers towards teaching in relation to gender difference and a result was obtained as follows-

Table 4.5.2
Comparison of the attitude of female and male serving elementary school teachers in Mizoram towards teaching profession

Gender	N	Mean	SD	MD	SEMD	t-value	Sig. (p) (2-tailed)
Female	136	147.01	11.05	1.91	1.37	1.40	0.162
Male	164	145.09	12.37				

Overall, the attitude of serving elementary school teachers presented fairly high positive attitudes towards teaching profession. The mean score of female of serving elementary school teachers on the attitude scale is 146.98 with standard deviation 11; the mean score of male of serving elementary school teachers on the attitude scale is 145.09 with standard deviation 12.37.

A glimpse of the result vide Table 4.5.2 showed that the ‘t’ value for the significance of difference between the attitude of graduate and under graduate prospective elementary school teachers towards teaching profession in Mizoram is 1.40 and p is 0.162. The required ‘t’ value to declare the difference as significant is 1.96 at 0.05 level and p value should be less than 0.05. Since the calculated ‘t’ value is less than the criterion ‘t’ value and p value is more than alpha 0.05, it was observed that levels of education did not have a significant influence on attitude of serving elementary school teachers. By conventional criteria, this difference is considered to be not statistically significant. A comparison of their mean score shows that this difference is in favour of female prospective elementary school teachers.

4.6. Comparison of the Attitude of Prospective Elementary School Teachers in Mizoram in relation to Gender

Attitude of Prospective male and female elementary school teachers was also analysed using SPSS and Microsoft Excel. The following Table 4.6.1 shows the

number and percentage of prospective elementary school teachers' attitude towards teaching profession in relation to gender

Table 4.6.1
Attitude of prospective teachers in Mizoram towards teaching profession in relation to gender

Respondents	Positive Attitude	Neutral Attitude	Negative Attitude	Total
Male	65 (49%)	20 (15%)	47 (36%)	132
Female	90 (54%)	32 (19%)	46 (27%)	168

Table 4.6.1 highlights that out of 300 prospective teachers 132 were male and 168 were female. It reveals that among 132 male respondents 65 (49 %) had positive attitude towards teaching profession, 20 (15%) had neutral attitude towards teaching profession and 47 (36%) had negative attitude towards teaching profession. Out of 168 female prospective teachers, 90 (54%) had positive attitude towards teaching profession, 32 (19%) had neutral attitude and 46 (27%) had negative attitude towards teaching profession.

The above Table 4.6.1 indicates that the majority of the prospective teachers had positive attitude towards teaching profession and more female prospective teachers have more positive in their attitude towards teaching profession than their male counterparts.

A 't'-test was applied to compare the attitude of prospective elementary school teachers towards teaching in relation to gender difference and a result was obtained as follows-

Table 4.6.2
Comparison of the attitude of female and male prospective elementary school teachers in Mizoram towards teaching profession

Gender	N	Mean	SD	MD	SEMD	t-value	Sig. (p) (2-tailed)
Female	168	148.67	10.93	1.01	1.44	.706	.481
Male	132	147.65	14.07				

The attitude of prospective elementary school teachers had a high positive attitude towards teaching profession. The mean score of female of prospective elementary school teachers on the attitude scale is 148.68 with standard deviation 10.94; the mean score of male of prospective elementary school teachers on the attitude scale is 147.66 with standard deviation 14.07.

A glimpse of the result vide Table 4.6.2 showed that the 't' value for the significance of difference between the attitude of graduate and under graduate prospective elementary school teachers towards teaching profession in Mizoram is 0.706 and $p=0.481$. The required 't' value to declare the difference as significant is 1.96 at 0.05 level and p value should be less than 0.05. Since the calculated 't' value is less than the criterion 't' value and p value is more than alpha 0.05, it was observed that gender did not have a significant influence on attitude of prospective elementary school teachers. By conventional criteria, this difference is considered to be not statistically significant. A comparison of their mean score shows that this difference is in favour of female prospective elementary school teachers.

4.7 Comparison of the Attitude of Serving Elementary School Teachers in Mizoram in Relation to level of Education.

In relation to levels of education, serving elementary school teachers of Mizoram were divided into two categories viz. graduate and undergraduate. Majority of the serving elementary school teachers were graduate.

The following Table 4.7.1 shows the number and percentage of serving elementary school teachers' attitude towards teaching profession in relation to education.

Table 4.7.1
Attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to education

Respondents	Positive Attitude	Neutral Attitude	Negative Attitude	Total
Graduate	94 (44%)	43 (20%)	77 (36%)	214
Under-Graduate	26 (30%)	21 (25%)	39 (45%)	86

Table 4.7.1 highlights that out of 300 serving elementary school teachers 214 were graduate and 86 under graduate. It reveals that among 214 graduate respondents 94 (44%) had positive attitude towards teaching profession, 43 (20%) had neutral attitude towards teaching profession and 77 (36%) had negative attitude towards teaching profession. Out of 86 undergraduate serving elementary school teachers, 26 (30%) had positive attitude towards teaching profession, 21 (25%) had neutral attitude and 39 (45%) had negative attitude towards teaching profession.

The above Table 4.7.1 indicates that the majority of the graduate serving elementary school teachers had positive attitude towards teaching profession, where as the majority of the undergraduate serving elementary school teachers had negative attitude towards teaching.

A 't'-test was applied to compare the attitude of serving elementary school teachers towards teaching in relation to education and a result was obtained as follows

Table 4.7.2

Comparison of the attitude of graduate and undergraduate serving elementary school teachers in Mizoram towards teaching profession

Gender	N	Mean	SD	MD	SEMD	t-value	Sig. (p) (2-tailed)
Graduate	214	147.01	12.01	3.80	1.5	2.53	0.012
Under Graduate	85	143.21	10.93				

The attitude score of undergraduate serving elementary school teachers presented a positive attitude toward teaching profession. The mean score of Graduate for the attitude towards teaching scale was 147.01 and standard deviation of 12.01. At the same time, the mean score on the attitude scale by under-graduate serving teachers was 143.21 and standard deviation of 10.93, which was smaller as compared to the mean score of graduate teachers.

A perusal of the result vide Table 4.7.2 showed that the ‘t’ value for the significance of difference between the attitude of graduate and under graduate serving elementary school teachers towards teaching profession is 2.53 and $p=0.012$. The required ‘t’ value to declare the difference as significant is 1.96 at 0.05 level and p value should be less than 0.05. Since the calculated ‘t’ value i.e. 2.53 is greater than the criterion ‘t’ value and p is 0.012, which is less than alpha 0 .05, it was observed that levels of education had a significant influence on attitude of serving elementary school teachers. By conventional criteria, this difference is considered to be statistically significant.

A comparison of their mean score shows that this difference was in favour of graduate serving elementary school teachers. Thus, it can be concluded that graduate serving elementary teachers of Mizoram had a higher attitude towards teaching profession than undergraduate serving elementary school teachers. This indicates that

graduate serving teachers are more positive in their attitude towards teaching profession than undergraduate serving teachers

4.8. Comparison of the Attitude of Prospective Elementary School Teachers' in Mizoram in relation to level of Education

Prospective elementary school teachers of Mizoram were divided into two categories viz. graduate and undergraduate in order to study their attitude in relation to education.

The following Table 4.8.1 shows the number and percentage of prospective elementary school teachers' attitude towards teaching profession in relation to education.

Table 4.8.1
Attitude of prospective teachers in Mizoram towards teaching profession in relation to level of education

Respondents	Positive Attitude	Neutral Attitude	Negative Attitude	Total
Graduate	99 (58%)	29 (17%)	42 (25%)	170
Under Graduate	56 (43%)	23 (18%)	51 (39%)	130

Table 4.8.1 highlights that out of 300 prospective elementary school teachers 170 were graduate and 130 under graduate. It reveals that among 170 graduate respondents 99 (58%) had positive attitude towards teaching profession, 29 (17%) had neutral attitude towards teaching profession and 42 (25%) had negative attitude towards teaching profession. Out of 130 undergraduate serving elementary school teachers, 56 (43%) had positive attitude towards teaching profession, 23 (18%) had neutral attitude and 51(39%) had negative attitude towards teaching profession.

Majority of the graduate and undergraduate prospective elementary school teachers had positive attitude towards teaching profession.

A 't'-test was applied to compare the attitude of prospective elementary school teachers towards teaching in relation to educational, the samples were divided into two groups graduate and under-graduate. The entry level of D.El.Ed course was higher secondary certificate. So, many prospective joints the course before obtaining graduate degree. The result of t-test was obtained as follows

Table 4.8.2
Comparison of the attitude of graduate and undergraduate prospective elementary school teachers in Mizoram towards teaching profession

Gender	N	Mean	SD	MD	SEMD	t-value	Sig. (p) (2-tailed)
Graduate	170	149.95	12.83	3.97	1.42	2.78	0.006
Under Graduate	130	145.97	11.48				

The attitude score of undergraduate prospective elementary school teachers presented a positive attitude toward teaching profession. The mean score for the attitude towards teaching scale was 145.97 and standard deviation of 11.48. At the same time, the mean score on the attitude scale by graduate prospective teachers was 149.95 and standard deviation of 12.83, which was greater as compared to the mean score of undergraduate prospective teachers.

A perusal of the result vide Table 4.8.2 showed that the 't' value for the significance of difference between the attitude of graduate and under graduate prospective elementary school teachers towards teaching profession is 2.78 and p=0.006. The required 't' value to declare the difference as significant is 1.96 at 0.05 level and p value should be less than 0.05. Since the calculated 't' value i.e. 2.783 is

greater than the criterion 't' value and p is 0.006, which is less than alpha 0.05, it was observed that levels of education had a significant influence on attitude of prospective elementary school teachers. By conventional criteria, this difference is considered to be statistically significant.

A comparison of their mean score shows that this difference is in favour of graduate prospective elementary school teachers. Thus, it can be concluded that graduate prospective teachers of Mizoram had a higher attitude towards teaching profession than undergraduate prospective elementary school teachers. This indicates that graduate prospective teachers are more positive in their attitude towards teaching profession than undergraduate prospective teachers.

4.9 TESTING OF HYPOTHESIS

The research hypotheses were converted into null hypotheses and were tested for its confirmation/rejection

***Hypothesis 1** : There is a correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age.*

***Null Hypothesis 1** : There is no correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age.*

A Pearson product-moment correlation coefficient (r) was calculated between the score on the attitude scale and the age of the serving elementary school teachers, where $r = -0.164$ & $p=0.004$ at 0.01 level of confidence. Therefore, the null hypothesis that 'There is no correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age' was rejected. It was concluded that age of serving elementary school teachers have low degree of negative correlation with attitude towards teaching profession.

Hypothesis 2 : *There is a correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age.*

Null Hypothesis 2 : *There is no correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age.*

A Pearson product-moment correlation coefficient (r) was calculated between the score on the attitude scale and the age of prospective elementary school teachers, where $r = 0.167$ & $p=0.004$ at 0.01 level of confidence. Therefore, the null hypothesis that ‘There is no correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age’ was rejected: it was concluded that age of prospective elementary school teachers have low degree of positive correlation with attitude towards teaching profession.

Hypothesis 3 : *There is a significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.*

Null Hypothesis 3 : *There is no significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.*

The p-value calculated between the attitudes of female serving elementary school teachers with the attitude of male serving elementary school teachers was 0.168 at 0.05 level of confidence. Therefore the null hypothesis that ‘There is no significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender’ was accepted. It was concluded that female and male serving elementary school teachers did not differ significantly in their attitude towards teaching profession.

Hypothesis 4 : *There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.*

Null Hypothesis 4 : *There is no significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.*

The p-value calculated between the attitudes of female prospective elementary school teachers with the attitude of male prospective elementary school teachers was 0.481 at 0.05 level of confidence. Therefore the null hypothesis that ‘There is no significant difference in the attitude prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender’ was accepted. It was concluded that female and male prospective elementary school teachers did not differ significantly in their attitude towards teaching profession.

Hypothesis 5 : *There is a significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.*

Null Hypothesis 5 : *There is no significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education*

The p-value calculated between the attitudes of graduate serving elementary school teachers with the attitude of undergraduate serving elementary school teachers was 0.012 at 0.05 level of confidence. Therefore the null hypothesis that ‘There is no significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education’ was rejected. It was concluded that graduate and undergraduate serving elementary school teachers differed significantly in their attitude towards teaching profession.

Hypothesis 6 : *There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.*

Null Hypothesis 6 : *There is no significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.*

The p-value calculated between the attitudes of graduate prospective elementary school teachers with the attitude of undergraduate prospective elementary school teachers was 0.006 at 0.05 level of confidence. Therefore the null hypothesis that ‘There is no significant difference in the attitude of prospective elementary school teachers towards teaching profession in relation to their level education’ was rejected. It was concluded that graduate and undergraduate prospective elementary school teachers differed significantly in their attitude towards teaching profession.

CHAPTER - V

The present chapter deals with the major findings, discussion, limitations and suggestion for further research.

5.1 MAJOR FINDINGS

The following are the major findings of the present study.

5.1.1 Attitude of Serving Elementary School Teachers in Mizoram towards Teaching Profession. (Table 4.1)

- Majority of the serving elementary school teachers had positive attitude towards teaching profession.
- An observation of the data revealed that 40 % of the serving elementary school teachers possessed favourable attitude towards teaching profession, 38.67 % had unfavourable attitude towards teaching profession and 21.33 % had neutral attitude towards teaching profession.

5.1.2 Attitude of Prospective Elementary School Teachers in Mizoram towards Teaching Profession. (Table 4.2)

- Majority (52%) of the prospective elementary teachers possessed positive attitude towards teaching profession. At the same time, 17% had neutral attitude towards teaching profession and 31% had negative attitude towards teaching profession.

5.1.3 Attitude of Serving Elementary Schools Teachers in Mizoram towards Teaching Profession in Relation to Age.

- Out of 23 serving teachers in the age group below 30 years, 48% possessed positive attitude, 35% had neutral attitude towards teaching profession and 17% had negative attitude towards teaching profession. (Table 4.3.1)

- Out of 108 serving elementary school teachers in the age group of 30-40 years of age, 46% possessed positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 37% had negative attitude towards teaching profession. (Table 4.3.1)
- There were 169 serving elementary school teachers above 40 years of age in the sample, out of which 35% had positive attitude towards teaching profession, 23% had neutral attitude towards teaching profession and 42% had negative attitude towards teaching profession. (Table 4.3.1)
- The result also showed that correlation of the attitude of serving elementary school teachers towards profession and age was significantly negative. (Table 4.3.2)

5.1.4 Attitude of Prospective Elementary Schools Teachers in Mizoram towards Teaching Profession in relation to Age.

- Out of 156 prospective teachers in the age group below 25 years of age 51% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 32% had negative attitude towards teaching profession. (Table 4.4.1)
- Out of 140 prospective elementary school teachers in the age group of 25-35 years of age, 51% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 31% had negative attitude towards teaching profession. (Table 4.4.1)
- There were 4 prospective elementary school teachers in the age group 35 years of age, 100% had positive attitude towards teaching profession, none of the member in this category had neutral nor negative attitude towards teaching profession. (Table 4.4.1)
- The result showed that correlation of attitude of prospective elementary school teachers and age was significantly positive. (Table 4.4.2)

5.1.5 Attitude of Serving Elementary School Teachers in Mizoram in Relation to Gender.

- Out of 164 male serving teachers, 36% had positive attitude towards teaching profession, 21% had neutral attitude towards teaching profession and 43% had negative attitude towards teaching profession. (Table 4.5.1)
- Out of 136 female serving teachers, 46% had positive attitude towards teaching profession, 21% had neutral attitude towards teaching profession and 33% had negative attitude towards teaching profession. (Table 4.5.1)
- Majority of the male serving teachers had negative attitude towards teaching profession. (Table 4.5.1)
- Majority of the female serving teachers had positive attitude towards teaching profession. (Table 4.5.1)
- Female serving teachers had a higher level of attitude towards teaching profession than the male counterparts do. (Table 4.5.1)
- The result showed that gender has no relation with the attitude of serving elementary school teachers towards teaching profession. Analysis of the significance of difference between means of the male and female serving elementary school teachers shows that the 't'-value is insignificant which means that, there is no real difference in the levels of attitude of male and female serving teachers. (Table 4.5.2)

5.1.6 Attitude of Prospective Elementary School Teachers in Mizoram in Relation to Gender.

- Out of 132 male prospective elementary school teachers 49 % had positive attitude towards teaching profession, 15% had neutral attitude towards teaching profession and 36% had negative attitude towards teaching profession. (Table 4.6.1)
- Out of 168 female prospective elementary school teachers, 54% had positive attitude towards teaching profession, 19% had neutral attitude towards teaching profession and 27% had negative attitude towards teaching profession. (Table 4.6.1)

- Majority of the prospective teachers had positive attitude towards teaching profession. (Table 4.6.1)
- Female prospective teachers had a higher level of attitude towards teaching profession than the male prospective teachers. (Table 4.6.1)
- The result also showed that no relation exists in the attitude of prospective elementary school teachers towards teaching profession with gender. There was no significance difference in the attitude of prospective teachers in relation to gender. (Table 4.6.2)

5.1.7 Attitude of Serving Elementary School Teachers in Mizoram in Relation to Level of Education.

- Out of 300 graduate serving elementary school teachers 44% had positive attitude towards teaching profession, 20% had neutral attitude towards teaching profession and 36% had negative attitude towards teaching profession. (Table 4.7.1)
- Out of 86 undergraduate serving elementary school teachers 30% had positive attitude towards teaching profession, 25% had neutral attitude towards teaching profession and 45% had negative attitude towards teaching profession. (Table 4.7.1)
- Majority of the graduate serving elementary school teachers had positive attitude towards teaching profession. (Table 4.7.1)
- Majority of the undergraduate serving elementary school teachers had negative attitude towards teaching. (Table 4.7.1)
- Graduate serving elementary teachers in Mizoram had a higher attitude towards teaching profession than undergraduate serving elementary school teachers. (Table 4.7.1)
- An observation of the data shows that there is a significant difference on the levels of attitude towards teaching profession between the graduate and undergraduate serving teachers. The difference is in favour of the graduate serving elementary school teachers (Table 4.7.2)

5.1.8 Attitude of Prospective Elementary School Teachers in Mizoram in relation to level of Education.

- Out of 300 graduate prospective elementary school teachers 58% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 25% had negative attitude towards teaching profession. (Table 4.8.1)
- Out of 130 undergraduate prospective elementary school teachers, 43% had positive attitude towards teaching profession, 18% had neutral attitude towards teaching profession and 39% had negative attitude towards teaching profession. (Table 4.8.1)
- Majority of the graduate and undergraduate prospective elementary school teachers had positive attitude towards teaching profession. (Table 4.8.1)
- Graduate prospective elementary school teachers in Mizoram had a higher attitude towards teaching profession than undergraduate prospective elementary school teachers. (Table 4.8.1)
- The result shows that there exists a significant difference in the attitude of graduate prospective elementary school teachers and undergraduate prospective elementary school teachers towards teaching profession. The difference was in favour of the graduate prospective elementary school teachers. (Table 4.8.2)

5.2.0 DISCUSSION ON THE FINDINGS

The attitude of teachers towards teaching profession was an important factor for the teachers' performance and effectiveness. In a research conducted by Al Harthy et al (2013) it was found that the teachers' attitudes towards teaching had a direct effect on their professional performance and there was a positive relationship between effectiveness and their attitude towards teaching profession. Therefore, the teachers' attitude towards their profession is an important matter that cannot be set aside in the educational sector.

5.2.1 Discussion on the findings in relation to nature and direction of Attitude of serving elementary school teachers towards teaching profession

It was found that majority of the serving elementary school teachers had positive attitude towards teaching profession. This finding was also supported by the findings of Devi (2013) that majority of the teachers had positive attitude towards teaching profession. Duatepe and Akkus (2004) also found that the teachers possessed a highly positive attitude of the teachers towards teaching, Saran (1975) on his study found that the attitude of teachers towards the teaching profession was positive. When examining the attitude of school teachers, Sivakumar (2018) and Trivedi (2007) revealed that the school teachers had a favorable attitude towards teaching profession.

The findings in the present study reveal that majority of the respondents had positive attitude towards teaching profession. Subsequently, they will perform better in the teaching and learning process. This finding reveals a very favourable situation for our education system as elementary education is the foundation and an important sector of the entire education system. Serving teachers must always discern that teachers should always develop desirable attitudes towards teaching profession. The findings also show that there are serving teachers who are motivated towards their profession, who respect their students and colleagues and who participate in the school academic activities enthusiastically. A motivated teacher who gets along well with colleagues and students prove to be a boon to the entire education system. The study also found that majority of the teachers have caring behavior towards students, parents and their colleagues.

5.2.2 Discussion on the findings in relation to nature and direction of Attitude of Prospective elementary school teachers towards teaching profession

The findings of the present study which reveal that majority of the prospective elementary teachers had positive attitude towards teaching profession is supported by Alkhateeb (2013) who also found that students' attitudes towards the teaching profession were positive on average. Besides this, Anonymous (2006) studied self-concept of student teachers in relation to their attitude towards teaching

profession at elementary level in Mysore city and observed that the student teachers possess favourable attitude towards teaching profession. Anonymous (2007) on investigating the attitude of pre-service teacher trainees of DIETs of Andhra Pradesh found that the pre-service teacher trainees possess favourable attitude towards teaching profession. Adaeze (2011), Akbulut and Karakus (2011), Bademcioglu, Karatas & Alci (2014), Bilgin&Aykac (2016), Çetinkaya (2009), Donmuş, Akpınar & Eroğlu (2015) , Gultekin (2006), Güneyli and Aslan (2009), Htang (2017), Islam and Ansari (2018), Kanakarajan (2001), Lalsangzuala (2013)and Mutum (2015) found that preservice teachers possessed a favourable and positive attitude towards teaching profession.

The prospective elementary teachers mostly chose teaching as a profession by choice and not by chance. So, they were expected to had positive attitude towards teaching profession. The different learning environment, instructional materials and strategies adopted in initial teacher training programme may be responsible for developing positive attitude of student teachers towards teaching profession. These young men and women who were committed, talented, enthusiastic and creative choose teaching as their profession, as they entered teaching field, they will surely improve the quality of education and in turn the quality of citizens of our nation.

5.2.3 Discussion on the findings in relation to Attitude towards teaching profession and Age

The study reveals that out of the three age group of serving elementary school teachers above 40 years of age had the maximum number of teacher and the percentage of serving teacher having negative attitude was highest in this group, which goes on decreasing as we move down the age group. Below 30 years of age had the highest percentage of serving teachers having positive attitude. In contrary to the attitude of serving teachers, the findings on the attitude of prospective teachers showed that the highest age group had high percentage of prospective teachers possessing positive attitude.

The data shows that the attitude of serving elementary school teachers towards teaching profession had small negative correlation with their age. The result also shows that attitude of prospective elementary school teachers showed low degree of positive correlation with their age.

The present findings were in line with the findings by Devi (2007), she revealed that age is inversely related to attitude of inservice elementary school teachers. In contrary to the findings, Saran (1975) observed no correlation between attitude and age of teachers. This result shows similarities with the results of the research conducted by Lalneihthangi (2014). In addition, Poozhikuth (1989) and Gultekin (2006) studied on serving and prospective teachers respectively found that attitude of teachers do not vary with age. Soibamcha (2016) on her study revealed that age was not a contributing factor of the positive and negative attitude of serving teachers. Mahadevaswamy (2008) and Anonymous (2007) revealed that attitude of teachers was not significantly different in relation to age group.

Regarding attitude of serving teachers towards teaching profession and age, it is believed that age and experience go hand in hand. As the age advanced the teacher becomes experienced and he knows where to tap the potential of the students and how to make him understand his worth, these in turn is expected to raise and increase their attitude towards teaching profession. However, the result showed that age of the serving elementary school teachers had a low degree of negative correlation with their attitude towards teaching profession. This result had to be taken into serious consideration that as the age of serving teachers increased, their attitude slightly decreased. Serving teachers' enthusiasm deteriorated as the age advanced which may be due to the boredom of teaching the same content over several years and added responsibilities on academic, administrative and social aspects from different department such as election department, census etc. An in-depth study has to be conducted in order to find out the reasons lying behind the decrease in attitude towards teaching profession as teachers grow older and older.

The present findings also reveal that as the age of prospective increased their attitude towards teaching profession increased. 75% of the prospective teachers above 25 years of age having positive attitude were from the second year prospective teachers. This may be due to the fact that these teachers are in the 3rd semester of their training and are thus newly equipped with knowledge towards the teaching profession. It is also safe to note that the training they undergoing has proven to motivate and influence them to have positive attitude towards teaching profession.

5.2.4 Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and Gender of Serving Elementary School Teachers

The present finding reveals that gender has no relation with the attitude of serving elementary school teachers towards teaching profession. Analysis of the significance of difference between means of the male and female serving elementary school teachers shows that the 't'-value was insignificant which means that, there was no real difference in the levels of attitude of male and female serving teachers. However, it appears that female serving teachers had a higher level of attitude towards teaching profession than the male counterparts do.

Several studies had findings that oppose the finding of the present study. Studies conducted by Mishra (1977), Ramakrishnaih (1980), Gupta (1984), Som (1984), Poozhikuth (1989), Duatepe and Akkus (2004), Hussain, et al (2011), Belagali (2009), Trivedi (2007), Issan, et al (2011), Kubiato & Arik (2014), Baglari (2016), Kohli & Chand (2012), Padiya (2015), Seva (2018), Dhull & Jain (2017), Jha and Shroff (2018), Jahan & Sharma (2017), Dwivedi (2016), Singh (2016), Farrukh (2018), all found a significant difference in attitude of male and female teachers towards teaching profession in favour of female. It was also stated that female teachers display more positive attitudes compared to male teachers and the idea that the teaching profession is more appropriate for females. Mishra (1977), Baglari (2016), Kohli & Chand (2012) revealed that male teacher had more favourable attitude towards teaching profession. Similar to the present finding, the study conducted by Devi (2013), Sivakumar (2018), Mahadevaswamy (2008),

Lalneihthangi (2014), Khamari & Tiwari (2015) counteract any effect of gender on attitude of serving teachers towards teaching profession.

The present findings discover that majority of female serving teachers had positive attitude towards teaching profession. In general, women are better listener than male, someone who pays good attention to students has a better understanding of what the student need and will be a better teacher. Many female teachers are more sensitive to students' emotions than male teachers are; it may help female teacher to established intimate relationship with students and had positive thoughts on students. They believe all of their students can learn; they see the big picture and broad purpose of the educational system; and they focus on the people, not just the numbers. The level of passion, resourcefulness and enthusiasm to help student results in positive attitude.

The study also found that majority of the male serving elementary teachers had negative attitude towards teaching profession. This means that if teachers are not enjoying their profession then they will not be able to succeed in teaching. Results from the study showed clearly that some of the teachers joined the teaching profession not by choice but by chance. Many teachers feel that teaching is a tiring profession and their interest in teaching profession decreases as time passes by and by. It seems that they did not understand what education really is. Examination result was considered as the main goal and a tool for determining the quality of a teacher and felt that CCE increased unnecessary workload for them. Many teachers hesitate to spend extra time for students beyond school hours and think that salary is the only benefit they get from their profession. The above factors may contribute to the teacher's negative attitudes towards the teaching profession.

5.2.5 Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and Gender of Prospective Elementary School Teachers

The present investigation reveals that that no relation existed in the attitude of prospective elementary school teachers towards teaching profession with gender.

There was no significance difference in the attitude of prospective teachers in relation to gender. However, it also showed that female prospective teachers had a higher level of attitude towards teaching profession than the male prospective teachers do. Both the majority of male and female prospective teachers had positive attitude towards teaching profession.

Some of the studies conducted by Balan (1996), Yaakub (1990), Taşkin and Hacıömeroğlu (2010), Dagga (2005), Akilli and Seven (2010), Kartal, et al. (2012), Chakraborty & Mondal (2014), Bademcioglu, Karatas & Alci (2014), Kanakarajan (2001), Anonymous (2006), Anonymous (2007), Devapa (2011), Lalsangzuala (2013), Farrukh (2018) did not find effect of gender on attitude of prospective teachers towards teaching profession. The results of all these studies support the findings of the present study. Contrary to the present finding, the studies conducted by Duatepe and Akkus (2004), Üstüner et al (2009), Güneyli and Aslan (2009), Köğçe, Aydın and Yildiz (2010), Yeşil (2011), Musa & Bichi (2015), Donmuş, Akpınar & Eroğlu (2015), Bilgin & Aykac (2016), Htang (2017), Ishwarbhai (2018), Alkan (2018), Islam and Ansari (2018), Mutum (2015), Çetinkaya (2009), Moorthy (2013), Srikantha (2009), Satiya (2013), Rawat and Sreevastava (1984), Prasab & Raju (2013), Efe, Oral & Efe (2012), Sener (2015), Pancholi (2015), Srilatha (2017) on prospective teachers showed a significant difference between attitude towards teaching and gender and it was revealed that female prospective teachers had more favourable attitude than the male counterparts.

Although the research showed that there was no significance difference in the attitude of prospective teachers in relation to gender. A very significant finding made through the present study is that the difference in the mean score of male prospective elementary school teachers as compared to the female prospective elementary school teachers was very small and almost equal, where the majorities of both male and female prospective teachers possesses positive attitude towards teaching profession. Most of the previous studies reported that female teachers had more positive attitude towards the profession as compared to the male teachers with a huge gap. Nowadays, the stereotyping belief that “teaching profession is a feminine job” (Ullah, 2016) is

changing slowly. Previously, female teachers were pictured to had a feeling that teaching was more appropriate for female. The study showed that the male teachers do feel that teaching was the appropriate job for them too.

5.2.6 Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and level Education.

The present study revealed that there was a significant difference on the levels of attitude towards teaching profession between the graduate and under graduate serving teachers. The difference is in favour of the graduate serving elementary school teachers at 0.05 level.

The result also shows that there exists a significant difference in the attitude of graduate prospective elementary school teachers and undergraduate prospective elementary school teachers towards teaching profession. The difference is in favour of the graduate prospective elementary school teachers at 0.05 level.

Supporting the present findings, studies carried out on serving teachers for Dhammi (2009), Sivakumar (2018), Saran (1975), Singh (2016) and on prospective teachers by Chakraborty (2014), Srilatha (2017) and Ramachandan (1991) revealed that attitude towards teaching profession were found significantly related to the qualification of the teachers. Contrary to the present findings, the research carried out on serving teachers by Soibamcha (2016), Mahadevaswamy (2008), Jha & Scroff (2018) and on prospective teachers by Musa & Bichi (2015), Baglari (2016), Alkan (2018) and Kanakarajan (2001) found no significant difference in the attitude of graduate and undergraduate teachers.

The present study revealed that there was a significant difference in attitude towards teaching profession in relation to education in favour of higher educational qualification. Adeyemi (2010) found that teacher's experience and educational qualification had higher level of quality, content knowledge and knowledge of pedagogy which influence student achievement, which in turn motivates the teachers and had satisfaction in his/her job. The teachers with higher educational

qualification had more mastery over the subject and did not find any difficulty towards the subject matter. Therefore, educational qualification has an effect in creating positive attitude. Most under graduate teachers found difficulty in teaching, as they were not well versed with the subject matter, which in turns de-motivates the teacher, and makes them loose interest in their job, as a result it is difficult for them to possess positive attitude towards their profession.

5.3 LIMITATIONS OF THE STUDY

In the present study the following were the limitations:

1. For prospective teachers, the study has been confined to D.El.Ed batch (2015-17) of prospective teachers from all eight DIETs. D.El.Ed batch (2014-16) from DIET Aizawl and DIET Lunglei were taken for sample as the remaining six districts introduced D.El.Ed course only from 2015.
2. The other possible variables such as residential area, family income, occupation of parents, intelligence, social status, marital status, have not been taken into consideration.
3. For prospective teachers, the study has been limited to only the teacher trainees in DIETs and not the graduate teacher trainees in B.Ed. colleges.

5.4 RECOMMENDATIONS

1. It is desirable on the part of Government authorities to recruit young men and women with high educational qualification, talents, potentialities and positive attitudes towards teaching for the betterment of elementary education.
2. The Government should take serious viewpoint and prepare plans for changing negative working conditions of teachers. Efforts should also be made to improve the infrastructure facilities like library, laboratory, classroom, teaching aids for academic development.
3. Government should provide individuals and institutions opportunities to attending refresher courses and orientation programmes. This will bring

professionalism among teachers and in turn will enhance positive attitude towards teaching profession.

4. Some incentives like, special allowances, accommodation may be arranged to teachers who were posted in the far flung areas to enhance the attitude of teachers towards teaching profession.
5. Work load is another factor which affects the attitude of teachers. There are still many schools that having only two teachers. In this respect all the vacancies are to be filled up by the government so as to reduce the work load and increase teaching attitude.
6. Teachers who enter in this profession usually have love for the profession and desire to perform their duties enthusiastically and sincerely. So, there is a need for safeguarding such enthusiasm throughout the entire service period. Teachers should be given special capacity building programmes, special incentives and opportunities for enhancing their enthusiasm and positive attitude towards teaching profession. In-service training programmes can also be organised to give necessary motivation and opportunities to update their knowledge from time to time.
7. The present finding shows that graduate teachers have higher attitude than undergraduate teachers. So, teachers should be given opportunities to continue for higher educational as well as professional studies.
8. Teachers' welfare or association may organize programme for attitude development. Group discussions, conference and other social or group activities may be chosen for developing attitudes.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Based on the research experience of the investigator, following suggestions had been given for further researches.

1. The study was confined to the attitude of elementary school teachers only; future researchers can extend the study to a broader concept like aptitudes, achievements and job satisfaction.

2. For prospective teachers, the present study had been carried out in D.El.Ed course only. Further research can be done in this area by taking prospective teacher of B. Ed course also.
3. This study was done on prospective and serving elementary school teachers to know their attitude towards teaching profession, and three variables: Gender, age and Educational qualification was taken. Further research can be carried out by taking more number of variables.
4. A study may be taken up to study the relationship between attitude towards teaching and teaching success.
5. A study may be taken up to study teaching competence and attitude towards teaching of prospective teachers.
6. A study may be taken up to study attitude of secondary and higher secondary school teachers towards teaching profession.

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CHAPTER VI

The teacher in the Indian Society has a very pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experience from one generation to another till today. Children are the potential wealth of a nation. They are greatly influenced by their teachers. A teacher is not only a guardian of national values but is also an architect per excellence of new values.

Teachers play multi roles in society which are academic, pedagogical and sociological in nature. The academic nature comprises teaching, counselling and supervisory roles, while pedagogical nature deals with providing instruction, evaluation and facilitating learning. The sociological nature deals with the role that teachers play in socializing students to participate in the ways of life of the development of society or community. Students are greatly affected by the love, affection, character competence and moral commitment shown by the teachers towards them.

Teaching is considered as the most challenging profession where it combines all other professions in order to help the growth of a child. Important skills viz. communication skills, managerial skills and writing skills are all needed to be a good teacher.

Attitude can be said as specific human mental state. It is an opinion or feeling of a person towards others, task, ideas, object or something. It encourages and motivates the behaviour and performance of an individual. The student's performance is not entirely the result of teacher's work alone; performance may be the result of many other contributing factors, the first and most important factor which constitute largely is the attitude of the teacher. A positive attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self confidence and as a result personality development.

6.1 RATIONALE OF THE STUDY

People perceived teaching as a difficult job, a number of reasons may lie behind this perception. When a teacher enters a teaching profession they are faced with several difficulties, they start to feel deprived, self-contained and isolated from the society and it may cause a negative attitude towards the teaching profession. Attitudes of teachers play an important role in the teaching profession. Negative attitude of a teacher may have a negative impact on teaching.

Attitude towards profession means a person's feelings, behaviours and commitment to the profession or job. The success of education depends upon the attitude of teachers, if a teacher is committed and have positive attitude then it is sure that his/her performance will be better and his/her efforts will be fruitful when he/she works in the teaching field.

Therefore, an effort was made to assess the attitude of serving and prospective elementary school teachers towards teaching profession. It is believed that prospective teachers choose teaching profession than the other professions and the ones who have intrinsic motives for teaching as a profession were the ones who possessed high levels of positive attitude towards teaching. On the other hand, the serving elementary school teachers might not possess high attitude towards teaching profession as most of the present serving teachers got into teaching profession by opportunity and not by choice. This study may provide information on the attitude of serving and prospective elementary school teachers and provide a way towards developing a positive attitude among prospective elementary school teachers towards teaching profession.

6.2 STATEMENT OF THE PROBLEM

The study attempted to find out **the Attitude of Serving and Prospective Elementary School Teachers in Mizoram towards Teaching Profession.**

6.3 OPERATIONAL DEFINITION OF THE KEY TERMS

Attitude: A relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive.

Serving elementary school teachers: Teachers who are currently working in elementary schools as employee of the Government in Mizoram.

Prospective elementary school teachers: Student teachers undergoing teacher training for elementary schools in teacher education institution.

Teaching profession: A paid occupation, especially one that involves teaching and required a prolonged training and a formal qualification.

Gender: refers to the socially constructed characteristics of women and men.

Age: the length of time that a person has lived or a thing has existed.

Mizoram: It is a mountainous region situated in the north eastern part of the country between Myanmar and Bangladesh, it became the 23rd state of the Indian Union in February 1987.

6.4 OBJECTIVES OF THE STUDY

The following were the specific objectives of the present study:

- (i) To find out the level of attitude of serving elementary school teachers in Mizoram towards teaching profession.
- (ii) To find out the level of attitude of prospective elementary school teachers in Mizoram towards teaching profession.
- (iii) To examine the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their age.
- (iv) To examine the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their age.
- (v) To compare the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (vi) To compare the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.

- (vii) To compare the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.
- (viii) To compare the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

6.5 HYPOTHESES

The study was undertaken to test and verify the following hypotheses:

- (i) There is a correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age.
- (ii) There is a correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age.
- (iii) There is a significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (iv) There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (v) There is a significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.
- (vi) There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

These research hypotheses were converted into null hypothesis for testing as-

- (i) There is no correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age.
- (ii) There is no correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age.

- (iii) There is no significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (iv) There is no significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (v) There is no significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.
- (vi) There is no significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

6.6 DELIMITATIONS OF THE STUDY

The schools selected for collection of the sample was delimited to only elementary schools run by the government in order to study the attitude of serving elementary school teachers

6.7 METHODOLOGY

. Research Design:

The study adopted descriptive survey study and determined the attitudes of serving and prospective elementary school teachers. The variable studied was attitude of serving and prospective elementary school teachers towards teaching profession in relation to age, gender and education.

Population:

All the prospective elementary school teachers of DIETs and serving elementary school teachers in Mizoram constituted the population of the study.

The population was large and therefore a sample was drawn from the population.

Sample:

The sample consisted 300 prospective elementary school teachers of eight DIETs and 300 serving elementary school teachers with the bifurcation of 150 male and 150 female each, proportional sample was maintained and sample was collected by way of stratified random sampling method. For selecting sample of serving teachers, a minimum of 5% of schools from all the eight districts were selected randomly.

Research Tools:

The tools used to collect the required information for the study were:

- Attitude of Teachers towards Teaching Profession Scale, developed by Investigator
- Student teachers Personal Information Sheet, Prepared by the Investigator

Statistical Techniques Used:

The following statistical techniques were used for analysis of data

- 1) percentage
- 2) mean
- 3) standard deviation
- 4) coefficient of correlation
- 5) t-test.

6.8 MAJOR FINDINGS

The following are the major findings of the present study.

6.8.1 Attitude of Serving Elementary School Teachers in Mizoram towards Teaching Profession. (Table 4.1)

- Majority of the serving elementary school teachers had positive attitude towards teaching profession.

- An observation of the data revealed that 40% of the serving elementary school teachers possessed favourable attitude towards teaching profession, 38.67% had unfavourable attitude towards teaching profession and 21.33 % had neutral attitude towards teaching profession.

6.8.2 Attitude of Prospective Elementary School Teachers in Mizoram towards Teaching Profession. (Table 4.2)

- Majority (52%) of the prospective elementary teachers possessed positive attitude towards teaching profession. At the same time, 17% had neutral attitude towards teaching profession and 31% had negative attitude towards teaching profession.

6.8.3 Attitude of Serving Elementary Schools Teachers in Mizoram towards Teaching Profession in Relation to Age.

- Out of 23 serving teachers in the age group below 30 years, 48% possessed positive attitude, 35% had neutral attitude towards teaching profession and 17% had negative attitude towards teaching profession. (Table 4.3.1)
- Out of 108 serving elementary school teachers in the age group of 30-40 years of age, 46% possessed positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 37% had negative attitude towards teaching profession. (Table 4.3.1)
- There were 169 serving elementary school teachers above 40 years of age in the sample, out of which 35% had positive attitude towards teaching profession, 23% had neutral attitude towards teaching profession and 42% had negative attitude towards teaching profession. (Table 4.3.1)
- The result also showed that correlation of the attitude of serving elementary school teachers towards profession and age was significantly negative. (Table 4.3.2)

6.8.4 Attitude of Prospective Elementary Schools Teachers in Mizoram towards Teaching Profession in relation to Age.

- Out of 156 prospective teachers in the age group below 25 years of age 51% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 32% had negative attitude towards teaching profession. (Table 4.4.1)
- Out of 140 prospective elementary school teachers in the age group of 25-35 years of age, 51% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 31% had negative attitude towards teaching profession. (Table 4.4.1)
- There were 4 prospective elementary school teachers in the age group 35 years of age, 100% had positive attitude towards teaching profession, none of the member in this category had neutral nor negative attitude towards teaching profession. (Table 4.4.1)
- The result showed that correlation of attitude of prospective elementary school teachers and age was significantly positive. (Table 4.4.2)

6.8.5 Attitude of Serving Elementary School Teachers in Mizoram in Relation to Gender.

- Out of 164 male serving teachers, 36% had positive attitude towards teaching profession, 21% had neutral attitude towards teaching profession and 43% had negative attitude towards teaching profession. (Table 4.5.1)
- Out of 136 female serving teachers, 46% had positive attitude towards teaching profession, 21% had neutral attitude towards teaching profession and 33% had negative attitude towards teaching profession. (Table 4.5.1)
- Majority of the male serving teachers had negative attitude towards teaching profession. (Table 4.5.1)
- Majority of the female serving teachers had positive attitude towards teaching profession. (Table 4.5.1)
- Female serving teachers had a higher level of attitude towards teaching profession than the male counterparts do. (Table 4.5.1)

- The result showed that gender has no relation with the attitude of serving elementary school teachers towards teaching profession. Analysis of the significance of difference between means of the male and female serving elementary school teachers shows that the 't'-value is insignificant which means that, there is no real difference in the levels of attitude of male and female serving teachers. (Table 4.5.2)

6.8.6 Attitude of Prospective Elementary School Teachers in Mizoram in

Relation to Gender.

- Out of 132 male prospective elementary school teachers 49% had positive attitude towards teaching profession, 15% had neutral attitude towards teaching profession and 36% had negative attitude towards teaching profession. (Table 4.6.1)
- Out of 168 female prospective elementary school teachers, 54% had positive attitude towards teaching profession, 19% had neutral attitude towards teaching profession and 27% had negative attitude towards teaching profession. (Table 4.6.1)
- Majority of the prospective teachers had positive attitude towards teaching profession. (Table 4.6.1)
- Female prospective teachers had a higher level of attitude towards teaching profession than the male prospective teachers. (Table 4.6.1)
- The result also showed that no relation exists in the attitude of prospective elementary school teachers towards teaching profession with gender. There was no significance difference in the attitude of prospective teachers in relation to gender. (Table 4.6.2)

6.8.7 Attitude of Serving Elementary School Teachers in Mizoram in Relation to Level of Education.

- Out of 300 graduate serving elementary school teachers 44% had positive attitude towards teaching profession, 20% had neutral attitude towards

teaching profession and 36% had negative attitude towards teaching profession. (Table 4.7.1)

- Out of 86 undergraduate serving elementary school teachers 30% had positive attitude towards teaching profession, 25% had neutral attitude towards teaching profession and 45% had negative attitude towards teaching profession. (Table 4.7.1)
- Majority of the graduate serving elementary school teachers had positive attitude towards teaching profession. (Table 4.7.1)
- Majority of the undergraduate serving elementary school teachers had negative attitude towards teaching. (Table 4.7.1)
- Graduate serving elementary teachers in Mizoram had a higher attitude towards teaching profession than undergraduate serving elementary school teachers. (Table 4.7.1)
- An observation of the data shows that there is a significant difference on the levels of attitude towards teaching profession between the graduate and undergraduate serving teachers. The difference is in favour of the graduate serving elementary school teachers (Table 4.7.2)

6.8.8 Attitude of Prospective Elementary School Teachers in Mizoram in relation to level of Education.

- Out of 300 graduate prospective elementary school teachers 58% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 25% had negative attitude towards teaching profession. (Table 4.8.1)
- Out of 130 undergraduate prospective elementary school teachers, 43% had positive attitude towards teaching profession, 18% had neutral attitude towards teaching profession and 39% had negative attitude towards teaching profession. (Table 4.8.1)
- Majority of the graduate and undergraduate prospective elementary school teachers had positive attitude towards teaching profession. (Table 4.8.1)

- Graduate prospective elementary school teachers in Mizoram had a higher attitude towards teaching profession than undergraduate prospective elementary school teachers. (Table 4.8.1)
- The result shows that there exists a significant difference in the attitude of graduate prospective elementary school teachers and undergraduate prospective elementary school teachers towards teaching profession. The difference was in favour of the graduate prospective elementary school teachers. (Table 4.8.2)

6.9 DISCUSSION ON THE FINDINGS

The attitude of teachers towards teaching profession was an important factor for the teachers' performance and effectiveness. In a research conducted by Al Harthy et al (2013) it was found that the teachers' attitudes towards teaching had a direct effect on their professional performance and there was a positive relationship between effectiveness and their attitude towards teaching profession. Therefore, the teachers' attitude towards their profession is an important matter that cannot be set aside in the educational sector.

6.9.1 Discussion on the findings in relation to nature and direction of Attitude of serving elementary school teachers towards teaching profession

It was found that majority of the serving elementary school teachers had positive attitude towards teaching profession. This finding was also supported by the findings of Devi (2013) that majority of the teachers had positive attitude towards teaching profession. Duatepe and Akkus (2004) also found that the teachers possessed a highly positive attitude of the teachers towards teaching, Saran (1975) on his study found that the attitude of teachers towards the teaching profession was positive. When examining the attitude of school teachers, Sivakumar (2018) and Trivedi (2007) revealed that the school teachers had a favorable attitude towards teaching profession.

The findings in the present study reveal that majority of the respondents had positive attitude towards teaching profession. Subsequently, they will perform better in the teaching and learning process. This finding reveals a very favourable situation for our education system as elementary education is the foundation and an important sector of the entire education system. Serving teachers must always discern that teachers should always develop desirable attitudes towards teaching profession. The findings also show that there are serving teachers who are motivated towards their profession, who respect their students and colleagues and who participate in the school academic activities enthusiastically. A motivated teacher who gets along well with colleagues and students prove to be a boon to the entire education system. The study also found that majority of the teachers have caring behavior towards students, parents and their colleagues.

6.9.2 Discussion on the findings in relation to nature and direction of Attitude of Prospective elementary school teachers towards teaching profession

The findings of the present study which reveal that majority of the prospective elementary teachers had positive attitude towards teaching profession is supported by Alkhateeb (2013) who also found that students' attitudes towards the teaching profession were positive on average. Besides this, Anonymous (2006) studied self-concept of student teachers in relation to their attitude towards teaching profession at elementary level in Mysore city and observed that the student teachers possess favourable attitude towards teaching profession. Anonymous (2007) on investigating the attitude of pre-service teacher trainees of DIETs of Andhra Pradesh found that the pre-service teacher trainees possess favourable attitude towards teaching profession. Adaeze (2011), Akbulut and Karakus (2011), Bademcioglu, Karatas & Alci (2014), Bilgin&Aykac (2016), Çetinkaya (2009), Donmuş, Akpınar & Eroğlu (2015) , Gultekin (2006), Güneyli and Aslan (2009), Htang (2017), Islam and Ansari (2018), Kanakarajan (2001), Lalsangzuala (2013)and Mutum (2015) found that preservice teachers possessed a favourable and positive attitude towards teaching profession.

The prospective elementary teachers mostly chose teaching as a profession by choice and not by chance. So, they were expected to have positive attitude towards teaching profession. The different learning environment, instructional materials and strategies adopted in initial teacher training programme may be responsible for developing positive attitude of student teachers towards teaching profession. These young men and women who were committed, talented, enthusiastic and creative choose teaching as their profession, as they entered teaching field, they will surely improve the quality of education and in turn the quality of citizens of our nation.

6.9.3 Discussion on the findings in relation to Attitude towards teaching profession and Age

The study reveals that out of the three age group of serving elementary school teachers above 40 years of age had the maximum number of teacher and the percentage of serving teacher having negative attitude was highest in this group, which goes on decreasing as we move down the age group. Below 30 years of age had the highest percentage of serving teachers having positive attitude. In contrary to the attitude of serving teachers, the findings on the attitude of prospective teachers showed that the highest age group had high percentage of prospective teachers possessing positive attitude.

The data shows that the attitude of serving elementary school teachers towards teaching profession had small negative correlation with their age. The result also shows that attitude of prospective elementary school teachers showed low degree of positive correlation with their age.

The present findings were in line with the findings by Devi (2007), she revealed that age is inversely related to attitude of inservice elementary school teachers. In contrary to the findings, Saran (1975) observed no correlation between attitude and age of teachers. This result shows similarities with the results of the research conducted by Lalneihthangi (2014). In addition, Poozhikuth (1989) and Gultekin (2006) studied on serving and prospective teachers respectively found that

attitude of teachers do not vary with age. Soibamcha (2016) on her study revealed that age was not a contributing factor of the positive and negative attitude of serving teachers. Mahadevaswamy (2008) and Anonymous (2007) revealed that attitude of teachers was not significantly different in relation to age group.

Regarding attitude of serving teachers towards teaching profession and age, it is believed that age and experience go hand in hand. As the age advanced the teacher becomes experienced and he knows where to tap the potential of the students and how to make him understand his worth, these in turn is expected to raise and increase their attitude towards teaching profession. However, the result showed that age of the serving elementary school teachers had a low degree of negative correlation with their attitude towards teaching profession. This result had to be taken into serious consideration that as the age of serving teachers increased, their attitude slightly decreased. Serving teachers' enthusiasm deteriorated as the age advanced which may be due to the boredom of teaching the same content over several years and added responsibilities on academic, administrative and social aspects from different department such as election department, census etc. An in-depth study has to be conducted in order to find out the reasons lying behind the decrease in attitude towards teaching profession as teachers grow older and older.

The present findings also reveal that as the age of prospective increased their attitude towards teaching profession increased. 75% of the prospective teachers above 25 years of age having positive attitude were from the second year prospective teachers. This may be due to the fact that these teachers are in the 3rd semester of their training and are thus newly equipped with knowledge towards the teaching profession. It is also safe to note that the training they undergoing has proven to motivate and influence them to have positive attitude towards teaching profession.

6.9.4 Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and Gender of Serving Elementary School Teachers

The present finding reveals that gender has no relation with the attitude of serving elementary school teachers towards teaching profession. Analysis of the significance of difference between means of the male and female serving elementary school teachers shows that the 't'-value was insignificant which means that, there was no real difference in the levels of attitude of male and female serving teachers. However, it appears that female serving teachers had a higher level of attitude towards teaching profession than the male counterparts do.

Several studies had findings that oppose the finding of the present study. Studies conducted by Mishra (1977), Ramakrishnaih (1980), Gupta (1984), Som (1984), Poozhikuth (1989), Duatepe and Akkus (2004), Hussain, et al (2011), Belagali (2009), Trivedi (2007), Issan, et al (2011), Kubiato & Arik (2014), Baglari (2016), Kohli & Chand (2012), Padiya (2015), Seva (2018), Dhull & Jain (2017), Jha and Shroff (2018), Jahan & Sharma (2017), Dwivedi (2016), Singh (2016), Farrukh (2018), all found a significant difference in attitude of male and female teachers towards teaching profession in favour of female. It was also stated that female teachers display more positive attitudes compared to male teachers and the idea that the teaching profession is more appropriate for females. Mishra (1977), Baglari (2016), Kohli & Chand (2012) revealed that male teacher had more favourable attitude towards teaching profession. Similar to the present finding, the study conducted by Devi (2013), Sivakumar (2018), Mahadevaswamy (2008), Lalneihthangi (2014), Khamari & Tiwari (2015) counteract any effect of gender on attitude of serving teachers towards teaching profession.

The present findings discover that majority of female serving teachers had positive attitude towards teaching profession. In general, women are better listener than male, someone who pays good attention to students has a better understanding of what the student need and will be a better teacher. Many female teachers are more sensitive to students' emotions than male teachers are; it may help female teacher to

established intimate relationship with students and had positive thoughts on students. They believe all of their students can learn; they see the big picture and broad purpose of the educational system; and they focus on the people, not just the numbers. The level of passion, resourcefulness and enthusiasm to help student results in positive attitude.

The study also found that majority of the male serving elementary teachers had negative attitude towards teaching profession. This means that if teachers are not enjoying their profession then they will not be able to succeed in teaching. Results from the study showed clearly that some of the teachers joined the teaching profession not by choice but by chance. Many teachers feel that teaching is a tiring profession and their interest in teaching profession decreases as time passes by and by. It seems that they did not understand what education really is. Examination result was considered as the main goal and a tool for determining the quality of a teacher and felt that CCE increased unnecessary workload for them. Many teachers hesitate to spend extra time for students beyond school hours and think that salary is the only benefit they get from their profession. The above factors may contribute to the teacher's negative attitudes towards the teaching profession

6.9.5 Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and Gender of Prospective Elementary School Teachers

The present investigation reveals that that no relation existed in the attitude of prospective elementary school teachers towards teaching profession with gender. There was no significance difference in the attitude of prospective teachers in relation to gender. However, it also showed that female prospective teachers had a higher level of attitude towards teaching profession than the male prospective teachers do. Both the majority of male and female prospective teachers had positive attitude towards teaching profession.

Some of the studies conducted by Balan (1996), Yaakub (1990), Taşkin and Hacıömeroğlu (2010), Dagga (2005), Akilli and Seven (2010), Kartal, et al. (2012),

Chakraborty & Mondal (2014), Bademcioglu, Karatas & Alci (2014), Kanakarajan (2001), Anonymous (2006), Anonymous (2007), Devapa (2011), Lalsangzuala (2013), Farrukh (2018) did not find effect of gender on attitude of prospective teachers towards teaching profession. The results of all these studies support the findings of the present study. Contrary to the present finding, the studies conducted by Duatepe and Akkus (2004), Üstüner et al (2009), Güneyli and Aslan (2009), Köğce, Aydın and Yıldız (2010), Yeşil (2011), Musa & Bichi (2015), Donmuş, Akpınar & Eroğlu (2015), Bilgin & Aykac (2016), Htang (2017), Ishwarbhai (2018), Alkan (2018), Islam and Ansari (2018), Mutum (2015), Çetinkaya (2009), Moorthy (2013), Srikantha (2009), Satiya (2013), Rawat and Sreevastava (1984), Prasab & Raju (2013), Efe, Oral & Efe (2012), Sener (2015), Pancholi (2015), Srilatha (2017) on prospective teachers showed a significant difference between attitude towards teaching and gender and it was revealed that female prospective teachers had more favourable attitude than the male counterparts.

Although the research showed that there was no significance difference in the attitude of prospective teachers in relation to gender. A very significant finding made through the present study is that the difference in the mean score of male prospective elementary school teachers as compared to the female prospective elementary school teachers was very small and almost equal, where the majorities of both male and female prospective teachers possesses positive attitude towards teaching profession. Most of the previous studies reported that female teachers had more positive attitude towards the profession as compared to the male teachers with a huge gap. Nowadays, the stereotyping belief that “teaching profession is a feminine job” (Ullah, 2016) is changing slowly. Previously, female teachers were pictured to had a feeling that teaching was more appropriate for female. The study showed that the male teachers do feel that teaching was the appropriate job for them too.

6.9.6 Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and level Education.

The present study revealed that there was a significant difference on the levels of attitude towards teaching profession between the graduate and under graduate

serving teachers. The difference is in favour of the graduate serving elementary school teachers at 0.05 level.

The result also shows that there exists a significant difference in the attitude of graduate prospective elementary school teachers and undergraduate prospective elementary school teachers towards teaching profession. The difference is in favour of the graduate prospective elementary school teachers at 0.05 level.

Supporting the present findings, studies carried out on serving teachers for Dhammi (2009), Sivakumar (2018), Saran (1975), Singh (2016) and on prospective teachers by Chakraborty (2014), Srilatha (2017) and Ramachandan (1991) revealed that attitude towards teaching profession were found significantly related to the qualification of the teachers. Contrary to the present findings, the research carried out on serving teachers by Soibamcha (2016), Mahadevaswamy (2008), Jha & Scroff (2018) and on prospective teachers by Musa & Bichi (2015), Baglari (2016), Alkan (2018) and Kanakarajan (2001) found no significant difference in the attitude of graduate and undergraduate teachers.

The present study revealed that there was a significant difference in attitude towards teaching profession in relation to education in favour of higher educational qualification. Adeyemi (2010) found that teacher's experience and educational qualification had higher level of quality, content knowledge and knowledge of pedagogy which influence student achievement, which in turn motivates the teachers and had satisfaction in his/her job. The teachers with higher educational qualification had more mastery over the subject and did not find any difficulty towards the subject matter. Therefore, educational qualification has an effect in creating positive attitude. Most under graduate teachers found difficulty in teaching, as they were not well versed with the subject matter, which in turns de-motivates the teacher, and makes them loose interest in their job, as a result it is difficult for them to possess positive attitude towards their profession.

6.10 LIMITATIONS OF THE STUDY

In the present study the following were the limitations:

1. For prospective teachers, the study has been confined to D.El.Ed batch (2015-17) of prospective teachers from all eight DIETs. D.El.Ed batch (2014-16) from DIET Aizawl and DIET Lunglei were taken for sample as the remaining six districts introduced D.El.Ed course only from 2015.
2. The other possible variables such as residential area, family income, occupation of parents, intelligence, social status, marital status, have not been taken into consideration.
3. For prospective teachers, the study has been limited to only the teacher trainees in DIETs and not the graduate teacher trainees in B.Ed. colleges.

6.11 RECOMMENDATIONS

1. It is desirable on the part of Government authorities to recruit young men and women with high educational qualification, talents, potentialities and positive attitudes towards teaching for the betterment of elementary education.
2. The Government should take serious viewpoint and prepare plans for changing negative working conditions of teachers. Efforts should also be made to improve the infrastructure facilities like library, laboratory, classroom, teaching aids for academic development.
3. Government should provide individuals and institutions opportunities to attending refresher courses and orientation programmes. This will bring professionalism among teachers and in turn will enhance positive attitude towards teaching profession.
4. Some incentives like, special allowances, accommodation may be arranged to teachers who were posted in the far flung areas to enhance the attitude of teachers towards teaching profession.

5. Work load is another factor which affects the attitude of teachers. There are still many schools that having only two teachers. In this respect all the vacancies are to be filled up by the government so as to reduce the work load and increase teaching attitude.
6. Teachers who enter in this profession usually have love for the profession and desire to perform their duties enthusiastically and sincerely. So, there is a need for safeguarding such enthusiasm throughout the entire service period. Teachers should be given special capacity building programmes, special incentives and opportunities for enhancing their enthusiasm and positive attitude towards teaching profession. In-service training programmes can also be organised to give necessary motivation and opportunities to update their knowledge from time to time.
7. The present finding shows that graduate teachers have higher attitude than undergraduate teachers. So, teachers should be given opportunities to continue for higher educational as well as professional studies.
8. Teachers' welfare or association may organize programme for attitude development. Group discussions, conference and other social or group activities may be chosen for developing attitudes.

6.12 SUGGESTIONS FOR FURTHER RESEARCH

Based on the research experience of the investigator, following suggestions had been given for further researches.

1. The study was confined to the attitude of elementary school teachers only; future researchers can extend the study to a broader concept like aptitudes, achievements and job satisfaction.
2. For prospective teachers, the present study had been carried out in D.El.Ed course only. Further research can be done in this area by taking prospective teacher of B. Ed course also.
3. This study was done on prospective and serving elementary school teachers to know their attitude towards teaching profession, and three

variables: Gender, age and Educational qualification was taken. Further research can be carried out by taking more number of variables.

4. A study may be taken up to study the relationship between attitude towards teaching and teaching success.
5. A study may be taken up to study teaching competence and attitude towards teaching of prospective teachers.
6. A study may be taken up to study attitude of secondary and higher secondary school teachers towards teaching profession.

APPENDICES

Appendix-I:

LIST OF SCHOOLS SELECTED FOR COLLECTION OF SAMPLE

A. AIZAWL DISTRICT

1. Govt. Primary School –I, Bawngkawn
2. Govt. Primary School, Bethlehem
3. Govt. Primary School, Ramhlun South
4. Govt. Primary School, Lily veng
5. Govt. Primary School –IV, Durtlang
6. Govt. Primary School –II, Bawngkawn
7. Govt. Primary School –III, Bawngkawn
8. Govt. Primary School, Kanan
9. DIET Practising School, Chaltlang (Primary and Middle Section)
10. Govt. Primary School, Bungkawn Vengthar
11. Model English Medium School, Chawnpui (Primary and Middle Section)
12. Govt. Primary School, Ramhlun North
13. Govt. Primary School, Chanmari
14. Model English Medium School, Chanmari (Primary and Middle Section)
15. Govt. Primary School, Khatla
16. Govt. Primary School, Chhingaveng
17. Govt. Primary School, Vathuampui
18. Govt. Primary School-I, Lengpui
19. Govt. Primary School -III, Lengpui
20. Govt. Middle School, Chhingaveng
21. Govt. Middle School, Zotlang
22. Govt. Middle School, Nursery Veng
23. Govt. Middle School, Tuikual North
24. Govt. Middle School, Bungkawn Vengthar
25. Govt. Endala Middle School, Ramhlun
26. Govt. Middle School, Chhingaveng

27. Govt. Paul Zosangliana Middle School, Lily Veng
28. Govt. Middle School, Laipuitlang
29. Govt. Middle School, Ramhlun

B. LUNGLEI DISTRICT

1. Government Model English School, Lunglei
2. Government Primary School, Phairuankai
3. Government Primary School, Changpui
4. Government Primary School-VIII, Hnahthial
5. Government Lemonvale Primary School, Serkawn
6. Government Primary School-I, Haulawng
7. Government Primary School-II, Lungsen
8. Government Primary School, Bazarveng Lunglei
9. Government Primary School, South Lungleng
10. Government Primary School-II, Rahsi Veng
11. Government Primary School, Lungpuizawl
12. Government Primary School-II, Thiltlang
13. Government Primary School-I, Pukpui
14. DIET Practising School, Lunglei (Primary)
15. Government Model English School, Lunglei
16. Government Middle School, Serkawn
17. Government Middle School, Kanghmun South
18. Government Middle School, Lungchem
19. Government Middle School, Lunglawn
20. Government Middle School-II, Zobawk
21. Government Middle School, Electric Veng
22. Government Middle School, Hauruang
23. Government Middle School, Zohnuai
24. Government Middle School, Zoramthar
25. DIET Practising School, Lunglei (Middle)
26. Government Aichhuma Middle School, Tawipui N-II
27. Government Middle School, Rahsi Veng

28. Government Middle School, Cherhlun

C. SIAHA DISTRICT

1. Govt. Primary School-I, New Siaha
2. Lorrain English School, Siaha (Primary and middle section)
3. Govt. Primary School –II, College veng, Siaha
4. Govt. Primary School-II, New Siaha
5. UPS, Old Siaha
6. Govt. Middle School, Siaha
7. Beulah English Medium School, Siaha (Primary and middle section)

D. CHAMPHAI DISTRICT

1. Govt. Primary School, Kefangtlang
2. Govt. Primary School, Murlen
3. Govt. Primary School, Vengthlang
4. Govt. Primary School, Hmunhmeltha
5. Govt. Primary School, Hruaikawn
6. Govt. Comprehensive School, Vengsang (Primary and middle section)
7. Govt. Roseland School (Primary and middle section)
8. Govt. Middle School, Kefangtlang
9. Govt. Middle School, Hmunhmeltha
10. Govt. Middle School, Murlen
11. Govt. Middle School, Vengthlang
12. Govt. Middle School, Hruaikawn

E. KOLASIB DISTRICT

1. Govt. Primary School-I, Kolasib
2. Govt. Primary School-II, Kolasib
3. Govt. Primary School-III, Kolasib
4. Govt. Primary School-IV, Kolasib
5. Govt. Middle School, Kolasib Venglai
6. Govt. Middle School, Tumpui

7. Govt. Middle School, Kolasib
8. Govt. Chawngfianga Middle School, Kolasib

F. SERCHHIP DISTRICT

1. Govt. Primary School, Thinglian
2. Govt. Primary School-II, Serchhip
3. Govt. Primary School, Rullam
4. Govt. Primary School-II, Chhiahtlang
5. Govt. Primary School-VI, Thenzawl
6. Govt. Middle School, Chhiahtlang
7. Govt. Centenary Middle School, Serchhip
8. Govt. Zoram Middle School, Thenzawl

G. LAWNGTLAI DISTRICT

1. Govt. Primary School-I, College Veng
2. Govt. Primary School-II, College Veng
3. Govt. Primary School, Bazar Veng
4. Govt. Primary School, L-V
5. Govt. Primary School-I, AOC
6. Govt. Primary School-II, AOC
7. Govt. Primary School, Electric Veng
8. Govt. Model English School
9. Govt. Primary School-I, Thingkah
10. Govt. Primary School-II, Thingkah
11. Govt. Dinthar Primary School, Council Veng
12. Govt. Primary School, L-III
13. Govt. Primary School, L-I
14. Govt. Middle School, Thingkah

H. MAMIT DISTRICT

1. Govt. Primary School-I, Mamit
2. Govt. Primary School-II, Reiek

3. Govt. Primary School-III, Mamit
4. Govt. Primary School, Rawpuichhip
5. Govt. Primary School, West Phaileng
6. Govt. Primary School, Bawngva
7. Govt. Middle School, Rawpuichhip
8. Govt. Middle School-II, Dinthar, West Phaileng
9. Govt. Middle School-III, Mamit

Appendix-II: Draft Attitude Scale

ATTITUDE OF TEACHERS TOWARD TEACHING PROFESSION SCALE

By Dr. Lalbiakdiki Hnamte & J. Lalsangzuala

Sl. No.	Areas	STATEMENTS	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
1	II	Teaching is a noble profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2*	I	It is boring for a teacher to teach the same topics year after year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	IV	Teachers need training for effective teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4*	III	Teachers enter into teaching profession because the pay is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	IV	Professional qualification is an important factor for an ideal teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 *	II	A teacher need not spend extra time for students beyond school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	IV	Capacity building is a part of teachers' professional life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8*	I	Teachers' interest in teaching profession decreased as time passed by and by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	II	It is interesting to work with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10*	II	Teachers lack leadership quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	II	Teachers need to fall in love with their job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12*	I	Teachers should explain the subject matters only in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	II	Teachers get happiness in the company of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14*	III	Teachers should raise their income even by giving tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15	II	Teachers need to know family background of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16*	I	CCE increased unnecessary workload for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I	Teaching is a means of expressing oneself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18*	II	In reality, an ideal teacher cannot exist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I	Teachers are responsible for physical and mental growth of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20*	I	Teachers should not engaged in election and census duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21`	II	Teachers take up leading role in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22*	I	Those who have no interest in further studies usually becomes a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	II	All round development of students greatly depends on teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24*	I	Teaching job is just a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	II	Teachers lead student's life in the right path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26*	I	Examination results determine the quality of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	II	Teachers mould students to become successful persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28*	II	Intelligent people always avoid teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	II	Teaching profession develops good relationship between the society and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30*	III	Teacher always seek for a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	II	Teaching profession is a good means of serving people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32*	IV	There is no room for professional development in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	I	A teacher should not do any external work in school other than school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34*	II	Teachers should work independently from parents and society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	I	Work of teacher need to be supervised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36*	I	Teachers interest in his/her job has a no impact on student's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	II	Teacher should build good relationship with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38*	I	Teaching is a tiring job for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	II	Teaching provides development of personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40*	I	Inclusive education is a burden for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	IV	There is no limit for improvement in profession of teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42*	I	The goal of a teacher is to have good examination results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	I	Responsibilities of a teacher includes establishing an interest in curricular and co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44*	I	Teachers role in school management is not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	I	Teachers provide the necessities of all students including exceptional children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46*	I	Responsibility of teachers is limited to school only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	II	Teaching profession is not a favorable career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48*	II	Teaching profession is not popular as other profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	II	Teacher needs to build good relationship with his/her colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50*	III	There is no benefit in teaching profession other than salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix-III: Final Booklet of ATTPS

ATTITUDE OF TEACHERS TOWARD TEACHING PROFESSION SCALE

By Dr. Lalbiakdiki Hnamte & J. Lalsangzuala

Please fill up the following informations:-

Name:.....

Gender: Age..... Teaching Experience (years):.....

Educational qualification(Post Graduate/Graduate/HSSLC/HSLC):.....

Name of School/Institution.....

INSTRUCTIONS

1. Below are given some statements pertaining to teaching profession.
2. Each statement has five alternative responses against it namely, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).
3. Please read each statement carefully and record your responses by putting a tick mark (√) in the cell against your favored response.
4. Please note that you have to mark only one response for each statement.
5. There is no right or wrong answers in your responses therefore, you are quite free to express your responses as you feel.
6. Please answer all the statement and *Your responses will be kept strictly confidential*

Sl. No.	Areas	STATEMENTS	Strongly Agree (SA)	Agree (A)	Undecided U)	Disagree (D)	Strongly Disagree (SD)
1	II	Teaching is a noble profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2*	I	It is boring for a teacher to teach the same topics year after year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	IV	Teachers need training for effective teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4*	III	Teachers enter into teaching profession because the pay is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 *	II	A teacher need not spend extra time for students beyond school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6*	I	Teachers' interest in teaching profession decreased as time passed by and by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7*	II	Leadership quality is not an important for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	II	Teachers need to fall in love with their job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9*	I	Teachers should explain the subject matters only in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10*	III	Teachers should raise their income even by giving tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	II	Teachers need to know family background of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12*	I	CCE increased unnecessary workload for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13*	II	In reality, an ideal teacher cannot exist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I	Teachers are responsible for physical and mental growth of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15`	II	Teachers take up leading role in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16*	I	Teaching is a profession choose by students who have no interest in higher studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17*	I	Teaching job is just a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18*	I	Examination results determine the quality of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	II	Teachers mould students to become successful persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20*	II	Intelligent people always avoid teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	II	Teaching profession develops good relationship between the society and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22*	III	Teacher always seek for a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	II	Teaching profession is a good means of serving people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24*	IV	There is no room for professional development in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I	A teacher should not do any external work in school other than school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26*	II	Teachers should work independently from parents and society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I	Work of teacher need to be supervised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28*	I	Teachers interest in his/her job has a no impact on student's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	II	Teacher should build good relationship with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30*	I	Teaching is a tiring job for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	II	Teaching provides development of personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32*	I	Inclusive education is a burden for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	IV	There is no limit for improvement in profession of teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34*	I	The goal of a teacher is to have good examination results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35*	I	Teachers need not have role in school management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36*	I	Responsibility of teachers is limited to school only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37*	II	Teaching profession is not popular as other profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	II	Teacher needs to build good relationship with his/her colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39*	III	There is no benefit in teaching profession other than salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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APPROVAL OF RESEARCH PROPOSAL:

1) Board of Studies : 12.4.2016

2) School Board : 19.4.2016

MZU REGISTRATION NO. : 2749 of 2004-05

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EXTENSION (IF ANY) : NIL

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Gender Comparison of the Attitude of Serving and Prospective Elementary School Teachers in Mizoram towards Teaching Profession

Article History	
Received:	22.11.2020
Accepted:	08.12.2020
Revision:	18.12.2020
Published:	24.12.2020
Author Details	
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How to Cite the Article:	
J. Lalsangzuala and Lalbiakdiki Hnamte(2020);Gender Comparison of the Attitude of Serving and Prospective Elementary School Teachers in Mizoram towards Teaching Profession. <i>Int Aca J Edu Lte.</i> 1(7); 316-321.	
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Abstract: One of the important factors that affect a teacher's success and efficiency is his/her attitude towards the profession. The fundamental objective of this study is to determine the attitude of prospective and serving teachers towards the teaching profession. To this end, it is questioned whether "the attitudes of prospective and serving teachers towards the profession of teaching differ according to the variables including their gender and educational qualification". The study group of the research consists of 300 serving elementary school teachers and 300 prospective elementary school teachers from eight Districts of Mizoram who were selected using random sampling method. In order to evaluate serving and prospective teachers' attitudes towards teaching profession, 5-point Likert-type attitude scale developed by the authors was used. For the analysis of the data, t-test was used. The research findings shows majority of serving and prospective elementary school teachers have positive attitude towards teaching profession. No significant difference occurred in the attitude of serving and prospective teachers in relation to the gender factor. A significant difference occurred in favour of graduate serving and prospective teacher in relation to education.

Keywords : Attitude, Serving and Prospective, Elementary School Teachers, Teaching Profession.

INTRODUCTION

Attitude is important to understand human behaviour. In literature many attempts have been made to define what exactly an attitude is. Generally attitude is defined as a complex mental state involving beliefs. Anastasi (1968) defined attitude as a tendency to react in a certain way towards a designed class of stimuli.

Attitude is a social concept but related with the mental aspect of the behaviour. It studies the views, direction and thoughts of a specific person or a group towards an object, person, organization, institution or situation.

In other words, we can also say that attitudes are those personality dispositions and motivating force which decide the behavioural dimension – either positive or negative side towards any specific events, situation, object, person of group (Bhargava, 2007).

One area of interest in education, to both educationists and laymen is attitude. Allport (1967) a major contributor in the study of attitude, referred to the subject as "a mental and neutral 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". Though there are number of principles on attitude formation, there is no specific principle which tries to explain attitude towards teaching. This lack of principle may be attributed to the disagreement among educationists as to what is meant by "attitude towards teaching".

Attitude towards teaching is a broad concept, having several scopes in its explanation. One dimension views teaching as a profession. Another dimension refers to the actual teaching process in the classroom. A third dimension is linked to the client in the classroom-i.e. the pupils. This dimension may regard teaching as the interaction between teacher and pupils. A fourth dimension refers to the workload of teachers (Yaakub, 1990). For the purpose of this study, attitude towards teaching can be defined as "teacher-pupil rapport and attitude towards school work". This definition implies the human interpersonal relationship between teachers and their pupils in the school and classroom settings. It is hypothesized that teachers with a good disposition towards their pupils reflect positive attitude, while those teachers with a poor disposition towards their pupils possess negative attitude.

People's attitude towards their profession has an effect on their performance which is also valid for teaching profession. The quality of education is directly related to the quality of instruction. Teacher is instrumental for better instruction. He/She is required to have a higher professionalism because of rapidly changing circumstances. He/She is expected to use the best practices and strategies to meet the challenging demand of his career, which involves imparting knowledge and developing essential skills in the students. A good teacher is expected to be committed to his work and have an ability to take the initiative (Sparks, 1979). Teacher is expected to not only to master the subject and various methods of teaching but also to show that he is capable of selecting the various study materials according to the teaching goals and varied group of pupils. He also possesses the potentials to create a learning environment for the students.

People perceived teaching as a difficult job, a number of reasons may lie behind this perception. When a teacher enters a teaching profession they are faced with several difficulties, they start to feel deprived, self-contained and isolated from the society and it may cause a negative attitude towards the teaching profession. Attitudes of teachers play an important role in the teaching profession. Negative attitude of a teacher may have a negative impact on teaching.

Attitude towards profession means a person's feelings, behaviours and commitment to the profession or job. The success of education depends upon the attitude of teachers, if a teacher is committed and have positive attitude then it is sure that his/her performance will be better and his/her efforts will be fruitful when he/she works in the teaching field.

Therefore, an effort was made to assess the attitude of serving and prospective elementary school teachers towards teaching profession. It is believed that prospective teachers choose teaching profession than the other professions and the ones who have intrinsic motives for teaching as a profession were the ones who possessed high levels of positive attitude towards teaching. On the other hand, the serving elementary school teachers might not possess high attitude towards teaching profession as most of the present serving teachers got into teaching profession by opportunity and not by choice. This study may provide information on the attitude of serving and prospective elementary school teachers and provide a way towards developing a positive attitude among prospective elementary school teachers towards teaching profession.

The problem of primary education is much emphasized in India today, it being the 1st stage of formal education, where normally the child is enrolled in school at the age of five or six years. This is the most formative age when the entire growth, development and enrichment of mental as well as physical potentialities

of the child converge. This is the stage at which the child starts developing knowledge and attitudes which should be possessed by all good citizens. Therefore, to attain the aspired goal; the role of the teacher is very significant and vital in imparting the right type of education.

Several positive steps were under taken to improve the quality of teacher education, organized climate and socio-economic status of the teacher. But unfortunately these measures have not helped to lift the morale of the teachers or to develop favorable attitudes towards the teaching profession by way of upholding the dignity and status of the teaching profession. Hence, improving the quality of education continues to be a burning issue.

Iniobong (2005) opined that the future of any nation depends on the quality of teachers. The maxim that no educational system can rise above the quality of its teachers and that no nation can rise above the level of its teaching staff shows the important role of the teacher and the potency of teacher education programmes for national development. With the introduction of Universalization of Elementary Education (UEE) only well trained teacher can successfully translate the objectives of UEE to reality. Education, according to Lassa (1996) is the key to national development and teachers are the key to national development. In order to acquire practical proficiency to fulfill the above task, the prospective teachers need extensive orientation. Only then will the prospective teachers be well prepared for the rendition of responsibilities professionally, motivated, conscientious and efficient classroom teachers who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of the educational system.

The present paper is based on a study which was undertaken to find out the attitude of serving and prospective elementary school teachers towards teaching profession in Mizoram.

The following specific objectives were framed for the present study:

- To find out the level of attitude of serving elementary school teachers towards teaching profession in Mizoram.
- To find out the level of attitude of prospective elementary school teachers towards teaching profession in Mizoram.
- To compare the attitude of serving elementary school teachers towards teaching profession in relation to their gender.
- To compare the attitude of prospective elementary school teachers towards teaching profession in relation to their gender.

The following hypotheses were framed in relation to objectives no iii and iv:

- There is no significant difference in the attitude serving elementary school teachers towards teaching profession in relation to their gender
- There is no significant difference in the attitude of prospective elementary school teachers towards teaching profession in relation to their gender

METHODOLOGY:

The study adopted descriptive survey study and determined the attitudes of serving and prospective elementary school teachers. The variable studied was attitude of serving and prospective elementary school teachers towards teaching profession in relation gender.

Population:

All the prospective elementary school teachers of DIETs and serving elementary school teachers of Mizoram constituted the population of the study.

The population was large and therefore a sample was drawn from the population.

Sample:

The sample consisted 300 prospective elementary school teachers of eight DIETs and 300 serving elementary school teachers with the bifurcation of 150 male and 150 female each, proportional sample was

maintained and sample was collected by way of stratified random sampling method.

Tool used:

The tools used to collect the required information for the study were:

- ❖ An Attitude Scale towards Teaching Profession, developed by Investigator
- ❖ Student teachers Personal Information Sheet, Prepared by the Investigator

Statistical Techniques Used:

The following statistical techniques were used for analysis of data

- 1) percentage
- 2) mean
- 3) standard deviation
- 4) coefficient of correlation
- 5) T-test.

MAJOR FINDINGS

The following are the major findings of the present study.

A. Attitude of serving elementary school teachers towards teaching profession.

Majority of the serving elementary school teachers have positive attitude towards teaching profession.

Table 1. Distribution of Respondents’ (Serving Elementary School Teachers) levels of Attitude Towards Teaching Profession

Stanine	Raw score	Distribution of respondents (out of 300)	Total	Remarks	%
1	125 and below	17	116	Negative Attitude	38.67
2	126-131	18			
3	132-137	27			
4	138-143	54	64	Moderate Attitude	21.33
5	144-149	64			
6	150-155	62	120	Positive Attitude	40
7	156-160	32			
8	161-166	19			
9	167 and above	7			

An observation of the data in Table-1 revealed that 40 percent of the serving elementary school teachers have high level (150 and above) of attitude/positive attitude towards teaching profession, 38.67 percent having low levels (143 and below)/negative attitude and 21.33 percent having moderate levels (144-149) of attitude towards teaching profession.

Majority of the female respondents have positive attitude towards teaching profession whereas majority of the male respondents have negative attitude towards teaching profession.

B. B. Attitude of Prospective Elementary School Teachers towards Teaching Profession.

Majority of the prospective elementary teachers have positive attitude towards teaching profession.

Table 2. Distribution of Respondents' (Prospective Elementary School Teachers) levels of Attitude Towards Teaching Profession

Z-Score	Stanine	Raw score	Distribution of respondents (out of 300)	Total	Remarks
Below -1.75	1	125 and below	18	93 (31 %)	Negative Attitude
-1.75 to -1.25	2	126-131	16		
-1.25 to -0.75	3	132-137	21		
-0.75 to -0.25	4	138-143	38	52 (17.33 %)	Moderate Attitude
-0.25 to 0.25	5	144-149	52		
0.25 to 0.75	6	150-155	69	155 (51.67 %)	Positive Attitude
0.75 to 1.25	7	156-160	37		
1.25 to 1.75	8	161-166	35		
Over 1.75	9	167 and above	14		

Table-2 showed that among the prospective elementary school teachers, 17 percent have average level (144-149) of attitude towards teaching profession, only 31 percent have low levels (below 144) of attitude and 52 percent have high levels (above 149) of attitude towards teaching profession.

Both majorities of the female and male prospective elementary school teachers have positive attitude towards teaching profession.

C. Difference in the Attitude of Male and Female Serving Elementary School Teachers towards Teaching Profession

A 't'-test was applied to compare the attitude of serving elementary school teachers towards teaching in relation to gender difference and a result was obtained as follows.

Table 3. Comparison of the Attitude of Female and Male Serving Elementary School Teachers towards Teaching Profession

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (p) (2-tailed)	Mean Difference	Std. Error Difference
Female	136	147.01	11.05	.95	1.402	.298	0.162	1.91	1.37
Male	164	145.09	12.37	.97					

Overall, the attitude of serving elementary school teachers presented fairly high positive attitudes towards teaching profession. The mean score of female of serving elementary school teachers on the attitude scale is 146.98 with standard deviation 11.04 and standard errors of 0.95; the mean score of male of serving elementary school teachers on the attitude scale is 145.09 with standard deviation 12.37 and standard error of 0.97.

A glimpse of the result vide Table 3 showed that the 't' value for the significance of difference between the attitude of graduate and under graduate prospective elementary school teachers towards teaching profession in Mizoram is 1.38 and p is 0.168. The required 't' value to declare the difference as significant is 1.96 at 0.05 level and p value should be less than 0.05. Since the

calculated 't' value is less than the criterion 't' value and p value is more than alpha 0.05, it was observed that levels of education did not have a significant influence on attitude of serving elementary school teachers. By conventional criteria, this difference is considered to be not statistically significant.

The result showed that gender has no relation with the attitude of serving elementary school teachers towards teaching profession. Analysis of the significance of difference between means of the male and female serving elementary school teachers shows that the 't' value is insignificant which means that, there is no real difference in the levels of attitude of male and female serving teachers. However, it appears that female serving teachers have a higher level of attitude towards teaching profession than the male counterparts.

D. Difference in the Attitude of Male and Female Prospective Elementary School Teachers towards Teaching Profession

A ‘t’-test was applied to compare the attitude of prospective elementary school teachers towards teaching in relation to gender difference and a result was obtained as follows

Table 4. Comparison of the Attitude of Female and Male Prospective Elementary School teachers towards Teaching Profession

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (p) (2-tailed)	Mean Difference	Std. Error Difference
Female	168	148.67	10.93	.84	.706	298	.481	1.01	1.44
Male	132	147.65	14.07	1.22					

The attitude of prospective elementary school teachers had a high positive attitude towards teaching profession. The mean score of female of prospective elementary school teachers on the attitude scale is 148.68 with standard deviation 10.94 and standard errors of 0.84; the mean score of male of prospective elementary school teachers on the attitude scale is 147.66 with standard deviation 14.07 and standard error of 1.22.

A glimpse of the result vide Table 4.10 showed that the ‘t’ value for the significance of difference between the attitude of graduate and under graduate prospective elementary school teachers towards teaching profession in Mizoram is 0.706 and p=0.481. The required ‘t’ value to declare the difference as significant is 1.96 at 0.05 level and p value should be less than 0.05. Since the calculated ‘t’ value is less than the criterion ‘t’ value and p value is more than alpha 0.05, it was observed that levels of education did not have a significant influence on attitude of prospective elementary school teachers. By conventional criteria, this difference is considered to be not statistically significant.

The result also showed that no relation exists in the attitude of prospective elementary school teachers towards teaching profession with gender. There was no significance difference in the attitude of prospective teachers in relation to gender. However, it also showed that female prospective teachers have a higher level of attitude towards teaching profession than the male prospective teachers.

Recommendations:

1. A teacher’s attitude towards his/her profession not only affects his behaviour in the class room but also influence the behaviour of his students, so it is desirable for the Government to test attitude towards teaching profession at the time of recruitment and give weightage for recruitment.
2. It is desirable on the part of Government authorities to recruit young men and women with high educational qualification, talents, potentialities and

positive attitudes towards teaching for the betterment of elementary education.

3. The Government should take serious viewpoint and prepare plans for changing negative working conditions of teachers. Efforts should also be made to improve the infrastructure facilities like library, laboratory, classroom, teaching aids for academic development.
4. Government should provide individuals and institutions opportunities in terms of conducting research and attending refresher courses, workshops, seminars and orientation programmes. This will bring professionalism among teachers and in turn will enhance positive attitude towards teaching profession.
5. Some incentives like, special allowances, accommodation may be arranged to teachers who were posted in the far flung areas to enhance the attitude of teachers towards teaching profession.
6. Work load is another factor which affects the attitude of teachers. There are still many schools that have only two teachers. In this respect all the vacancies are to be filled up by the government so as to reduce the work load and increase teaching attitude.
7. Teachers who enter in this profession usually have love for the profession and desire to perform their duties enthusiastically and sincerely. So, there is a need for safeguarding such enthusiasm throughout the entire service period. Teachers should be given special capacity building programmes, special incentives and opportunities for enhancing their enthusiasm and positive attitude towards teaching profession. In-service training programmes can also be organised to give necessary motivation and opportunities to update their knowledge from time to time.
8. The present finding shows that graduate teachers have higher attitude than undergraduate teachers. So, teachers should be given opportunities to continue for higher educational as well as professional studies.
9. Teachers’ welfare or association may organize programme for attitude development. Group

discussions, seminars, workshops, and other social or group activities may be chosen for developing attitudes.

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ABSTRACT

**ATTITUDE OF SERVING AND PROSPECTIVE ELEMENTARY
SCHOOL TEACHERS IN MIZORAM TOWARDS TEACHING
PROFESSION**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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Ph.D. Regn. No. - MZU/Ph.D./886 of 19.04.2016



**DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION AND HUMANITIES
DECEMBER, 2020**

ATTITUDE OF SERVING AND PROSPECTIVE ELEMENTARY SCHOOL TEACHERS IN MIZORAM TOWARDS TEACHING PROFESSION

INTRODUCTION

The teacher in the Indian Society has a very pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experience from one generation to another till today. Children are the potential wealth of a nation. They are greatly influenced by their teachers. A teacher is not only a guardian of national values but is also an architect per excellence of new values.

Teachers play multi roles in society which are academic, pedagogical and sociological in nature. The academic nature comprises teaching, counselling and supervisory roles, while pedagogical nature deals with providing instruction, evaluation and facilitating learning. The sociological nature deals with the role that teachers play in socializing students to participate in the ways of life of the development of society or community. Students are greatly affected by the love, affection, character competence and moral commitment shown by the teachers towards them.

Teaching is considered as the most challenging profession where it combines all other professions in order to help the growth of a child. Important skills viz. communication skills, managerial skills and writing skills are all needed to be a good teacher.

Attitude can be said as specific human mental state. It is an opinion or feeling of a person towards others, task, ideas, object or something. It encourages and motivates the behaviour and performance of an individual. The student's performance is not entirely the result of teacher's work alone; performance may be

the result of many other contributing factors, the first and most important factor which constitute largely is the attitude of the teacher. A positive attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self confidence and as a result personality development.

RATIONALE OF THE STUDY

People perceived teaching as a difficult job, a number of reasons may lie behind this perception. When a teacher enters a teaching profession they are faced with several difficulties, they start to feel deprived, self-contained and isolated from the society and it may cause a negative attitude towards the teaching profession. Attitudes of teachers play an important role in the teaching profession. Negative attitude of a teacher may have a negative impact on teaching.

Attitude towards profession means a person's feelings, behaviours and commitment to the profession or job. The success of education depends upon the attitude of teachers, if a teacher is committed and have positive attitude then it is sure that his/her performance will be better and his/her efforts will be fruitful when he/she works in the teaching field.

Therefore, an effort was made to assess the attitude of serving and prospective elementary school teachers towards teaching profession. It is believed that prospective teachers choose teaching profession than the other professions and the ones who have intrinsic motives for teaching as a profession were the ones who possessed high levels of positive attitude towards teaching. On the other hand, the serving elementary school teachers might not possess high attitude towards teaching profession as most of the present serving teachers got into teaching profession by opportunity and not by choice. This study may provide information on the attitude of serving and prospective elementary school teachers and provide a way towards developing a positive attitude among prospective elementary school teachers towards teaching profession.

STATEMENT OF THE PROBLEM

The study attempted to find out **the Attitude of Serving and Prospective Elementary School Teachers in Mizoram towards Teaching Profession.**

OPERATIONAL DEFINITION OF THE KEY TERMS

Attitude: A relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive.

Serving elementary school teachers: Teachers who are currently working in elementary schools as employee of the Government in Mizoram.

Prospective elementary school teachers: Student teachers undergoing teacher training for elementary schools in teacher education institution.

Teaching profession: A paid occupation, especially one that involves teaching and required a prolonged training and a formal qualification.

Gender: refers to the socially constructed characteristics of women and men.

Age: the length of time that a person has lived or a thing has existed.

Mizoram: It is a mountainous region situated in the north eastern part of the country between Myanmar and Bangladesh, it became the 23rd state of the Indian Union in February 1987.

OBJECTIVES OF THE STUDY

The following were the specific objectives of the present study:

- (i) To find out the level of attitude of serving elementary school teachers in Mizoram towards teaching profession.
- (ii) To find out the level of attitude of prospective elementary school teachers in Mizoram towards teaching profession.
- (iii) To examine the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their age

- (iv) To examine the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their age
- (v) To compare the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (vi) To compare the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (vii) To compare the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.
- (viii) To compare the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

HYPOTHESES

The study was undertaken to test and verify the following hypotheses:

- (i) There is a correlation between the attitude of serving elementary school teachers in Mizoram towards teaching profession and their age.
- (ii) There is a correlation between the attitude of prospective elementary school teachers in Mizoram towards teaching profession and their age.
- (iii) There is a significant difference in the attitude serving elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (iv) There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their gender.
- (v) There is a significant difference in the attitude of serving elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

- (vi) There is a significant difference in the attitude of prospective elementary school teachers in Mizoram towards teaching profession in relation to their level of education.

DELIMITATIONS OF THE STUDY

The schools selected for collection of the sample was delimited to only elementary schools run by the government in order to study the attitude of serving elementary school teachers

METHODOLOGY

Research Design:

The study adopted descriptive survey study and determined the attitudes of serving and prospective elementary school teachers. The variable studied was attitude of serving and prospective elementary school teachers towards teaching profession in relation to age, gender and education.

Population:

All the prospective elementary school teachers of DIETs and serving elementary school teachers in Mizoram constituted the population of the study.

The population was large and therefore a sample was drawn from the population.

Sample:

The sample consisted 300 prospective elementary school teachers of eight DIETs and 300 serving elementary school teachers with the bifurcation of 150 male and 150 female each, proportional sample was maintained and sample was collected by way of stratified random sampling method. For selecting sample of serving teachers, a minimum of 5% of schools from all the eight districts were selected randomly.

Research Tools:

The tools used to collect the required information for the study were:

- Attitude of Teachers toward Teaching Profession scale, developed by Investigator
- Student teachers Personal Information Sheet, Prepared by the Investigator

Statistical Techniques Used:

The following statistical techniques were used for analysis of data

- 1) percentage
- 2) mean
- 3) standard deviation
- 4) coefficient of correlation
- 5) t-test.

MAJOR FINDINGS

The following are the major findings of the present study.

1. Attitude of Serving Elementary School Teachers in Mizoram towards Teaching Profession.

- Majority of the serving elementary school teachers had positive attitude towards teaching profession.
- An observation of the data revealed that 40 % of the serving elementary school teachers possessed favourable attitude towards teaching profession, 38.67 % had unfavourable attitude towards teaching profession and 21.33 % had neutral attitude towards teaching profession.

2. Attitude of Prospective Elementary School Teachers in Mizoram towards Teaching Profession.

- Majority (52%) of the prospective elementary teachers possessed positive attitude towards teaching profession. At the same time, 17% had neutral

attitude towards teaching profession and 31% had negative attitude towards teaching profession.

3. Attitude of Serving Elementary Schools Teachers in Mizoram towards Teaching Profession in Relation to Age.

- Out of 23 serving teachers in the age group below 30 years, 48% possessed positive attitude, 35% had neutral attitude towards teaching profession and 17% had negative attitude towards teaching profession.
- Out of 108 serving elementary school teachers in the age group of 30-40 years of age, 46% possessed positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 37% had negative attitude towards teaching profession.
- There were 169 serving elementary school teachers above 40 years of age in the sample, out of which 35% had positive attitude towards teaching profession, 23% had neutral attitude towards teaching profession and 42% had negative attitude towards teaching profession.
- The result also showed that correlation of the attitude of serving elementary school teachers towards profession and age was significantly negative.

4. Attitude of Prospective Elementary Schools Teachers in Mizoram towards Teaching Profession in relation to Age.

- Out of 156 prospective teachers in the age group below 25 years of age 51% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 32% had negative attitude towards teaching profession.
- Out of 140 prospective elementary school teachers in the age group of 25-35 years of age, 51% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 31% had negative attitude towards teaching profession.
- There were 4 prospective elementary school teachers in the age group 35 years of age, 100% had positive attitude towards teaching profession, none of

the member in this category had neutral nor negative attitude towards teaching profession.

- The result showed that correlation of attitude of prospective elementary school teachers and age was significantly positive.

5. Attitude of Serving Elementary School Teachers in Mizoram in Relation to Gender.

- Out of 164 male serving teachers, 36% had positive attitude towards teaching profession, 21% had neutral attitude towards teaching profession and 43% had negative attitude towards teaching profession.
- Out of 136 female serving teachers, 46% had positive attitude towards teaching profession, 21% had neutral attitude towards teaching profession and 33% had negative attitude towards teaching profession.
- Majority of the male serving teachers had negative attitude towards teaching profession.
- Majority of the female serving teachers had positive attitude towards teaching profession.
- Female serving teachers had a higher level of attitude towards teaching profession than the male counterparts do.
- The result showed that gender has no relation with the attitude of serving elementary school teachers towards teaching profession. Analysis of the significance of difference between means of the male and female serving elementary school teachers shows that the 't'-value is insignificant which means that, there is no real difference in the levels of attitude of male and female serving teachers.

6. Attitude of Prospective Elementary School Teachers in Mizoram in Relation to Gender.

- Out of 132 male prospective elementary school teachers 49 % had positive attitude towards teaching profession, 15% had neutral attitude towards

teaching profession and 36% had negative attitude towards teaching profession.

- Out of 168 female prospective elementary school teachers, 54% had positive attitude towards teaching profession, 19% had neutral attitude towards teaching profession and 27% had negative attitude towards teaching profession.
- Majority of the prospective teachers had positive attitude towards teaching profession.
- Female prospective teachers had a higher level of attitude towards teaching profession than the male prospective teachers.
- The result also showed that no relation exists in the attitude of prospective elementary school teachers towards teaching profession with gender. There was no significance difference in the attitude of prospective teachers in relation to gender.

7. Attitude of Serving Elementary School Teachers in Mizoram in Relation to Level of Education.

- Out of 300 graduate serving elementary school teachers 44% had positive attitude towards teaching profession, 20% had neutral attitude towards teaching profession and 36% had negative attitude towards teaching profession.
- Out of 86 undergraduate serving elementary school teachers 30% had positive attitude towards teaching profession, 25% had neutral attitude towards teaching profession and 45% had negative attitude towards teaching profession.
- Majority of the graduate serving elementary school teachers had positive attitude towards teaching profession.
- Majority of the undergraduate serving elementary school teachers had negative attitude towards teaching.

- Graduate serving elementary teachers in Mizoram had a higher attitude towards teaching profession than undergraduate serving elementary school teachers.
- An observation of the data shows that there is a significant difference on the levels of attitude towards teaching profession between the graduate and undergraduate serving teachers. The difference is in favour of the graduate serving elementary school teachers

8. Attitude of Prospective Elementary School Teachers in Mizoram in relation to level of Education.

- Out of 300 graduate prospective elementary school teachers 58% had positive attitude towards teaching profession, 17% had neutral attitude towards teaching profession and 25% had negative attitude towards teaching profession.
- Out of 130 undergraduate prospective elementary school teachers, 43% had positive attitude towards teaching profession, 18% had neutral attitude towards teaching profession and 39% had negative attitude towards teaching profession.
- Majority of the graduate and undergraduate prospective elementary school teachers had positive attitude towards teaching profession.
- Graduate prospective elementary school teachers in Mizoram had a higher attitude towards teaching profession than undergraduate prospective elementary school teachers.
- The result shows that there exists a significant difference in the attitude of graduate prospective elementary school teachers and undergraduate prospective elementary school teachers towards teaching profession. The difference was in favour of the graduate prospective elementary school teachers.

DISCUSSION ON THE FINDINGS

The attitude of teachers towards teaching profession was an important factor for the teachers' performance and effectiveness. In a research conducted by Al Harthy et al (2013) it was found that the teachers' attitudes towards teaching had a direct effect on their professional performance and there was a positive relationship between effectiveness and their attitude towards teaching profession. Therefore, the teachers' attitude towards their profession is an important matter that cannot be set aside in the educational sector.

1. Discussion on the findings in relation to nature and direction of Attitude of serving elementary school teachers towards teaching profession

It was found that majority of the serving elementary school teachers had positive attitude towards teaching profession. This finding was also supported by the findings of Devi (2013) that majority of the teachers had positive attitude towards teaching profession. Duatepe and Akkus (2004) also found that the teachers possessed a highly positive attitude of the teachers towards teaching, Saran (1975) on his study found that the attitude of teachers towards the teaching profession was positive. When examining the attitude of school teachers, Sivakumar (2018) and Trivedi (2007) revealed that the school teachers had a favorable attitude towards teaching profession.

The findings in the present study reveal that majority of the respondents had positive attitude towards teaching profession. Subsequently, they will perform better in the teaching and learning process. This finding reveals a very favourable situation for our education system as elementary education is the foundation and an important sector of the entire education system. Serving teachers must always discern that teachers should always develop desirable attitudes towards teaching profession. The findings also show that there are serving teachers who are motivated towards their profession, who respect their students and colleagues and who participate in the school academic activities enthusiastically. A motivated teacher who gets along well with colleagues and students prove to be a boon to the entire education system. The

study also found that majority of the teachers have caring behavior towards students, parents and their colleagues.

2. Discussion on the findings in relation to nature and direction of Attitude of Prospective elementary school teachers towards teaching profession

The findings of the present study which reveal that majority of the prospective elementary teachers had positive attitude towards teaching profession is supported by Alkhateeb (2013) who also found that students' attitudes towards the teaching profession were positive on average. Besides this, Anonymous (2006) studied self-concept of student teachers in relation to their attitude towards teaching profession at elementary level in Mysore city and observed that the student teachers possess favourable attitude towards teaching profession. Anonymous (2007) on investigating the attitude of pre-service teacher trainees of DIETs of Andhra Pradesh found that the pre-service teacher trainees possess favourable attitude towards teaching profession. Adaeze (2011), Akbulut and Karakus (2011), Bademcioglu, Karatas&Alci (2014), Bilgin & Aykac (2016), Çetinkaya (2009), Donmuş, Akpınar&Eroğlu (2015) , Gultekin (2006), Güneyli and Aslan (2009), Htang (2017), Islam and Ansari (2018), Kanakarajan (2001), Lalsangzuala (2013)and Mutum (2015) found that preservice teachers possessed a favourable and positive attitude towards teaching profession.

The prospective elementary teachers mostly chose teaching as a profession by choice and not by chance. So, they were expected to had positive attitude towards teaching profession. The different learning environment, instructional materials and strategies adopted in initial teacher training programme may be responsible for developing positive attitude of student teachers towards teaching profession. These young men and women who were committed, talented, enthusiastic and creative choose teaching as their profession, as they entered teaching field, they will surely improve the quality of education and in turn the quality of citizens of our nation.

3. Discussion on the findings in relation to Attitude towards teaching profession and Age

The study reveals that out of the three age group of serving elementary school teachers above 40 years of age had the maximum number of teacher and the percentage of serving teacher having negative attitude was highest in this group, which goes on decreasing as we move down the age group. Below 30 years of age had the highest percentage of serving teachers having positive attitude. In contrary to the attitude of serving teachers, the findings on the attitude of prospective teachers showed that the highest age group had high percentage of prospective teachers possessing positive attitude.

The data shows that the attitude of serving elementary school teachers towards teaching profession had small negative correlation with their age. The result also shows that attitude of prospective elementary school teachers showed low degree of positive correlation with their age.

The present findings were in line with the findings by Devi (2007), she revealed that age is inversely related to attitude of inservice elementary school teachers. In contrary to the findings, Saran (1975) observed no correlation between attitude and age of teachers. This result shows similarities with the results of the research conducted by Lalneihthangi (2014). In addition, Poozhikuth (1989) and Gultekin (2006) studied on serving and prospective teachers respectively found that attitude of teachers do not vary with age. Soibamcha (2016) on her study revealed that age was not a contributing factor of the positive and negative attitude of serving teachers. Mahadevaswamy (2008) and Anonymous (2007) revealed that attitude of teachers was not significantly different in relation to age group.

Regarding attitude of serving teachers towards teaching profession and age, it is believed that age and experience go hand in hand. As the age advanced the teacher becomes experienced and he knows where to tap the potential of the students and how to make him understand his worth, these in turn is expected to raise and increase their attitude towards teaching profession. However, the result showed that age of the

serving elementary school teachers had a low degree of negative correlation with their attitude towards teaching profession. This result had to be taken into serious consideration that as the age of serving teachers increased, their attitude slightly decreased. Serving teachers' enthusiasm deteriorated as the age advanced which may be due to the boredom of teaching the same content over several years and added responsibilities on academic, administrative and social aspects from different department such as election department, census etc. An in-depth study has to be conducted in order to find out the reasons lying behind the decrease in attitude towards teaching profession as teachers grow older and older.

The present findings also reveal that as the age of prospective increased their attitude towards teaching profession increased. 75% of the prospective teachers above 25 years of age having positive attitude were from the second year prospective teachers. This may be due to the fact that these teachers are in the 3rd semester of their training and are thus newly equipped with knowledge towards the teaching profession. It is also safe to note that the training they undergoing has proven to motivate and influence them to have positive attitude towards teaching profession.

4. Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and Gender of Serving Elementary School Teachers

The present finding reveals that gender has no relation with the attitude of serving elementary school teachers towards teaching profession. Analysis of the significance of difference between means of the male and female serving elementary school teachers shows that the 't'-value was insignificant which means that, there was no real difference in the levels of attitude of male and female serving teachers. However, it appears that female serving teachers had a higher level of attitude towards teaching profession than the male counterparts do.

Several studies had findings that oppose the finding of the present study. Studies conducted by Mishra (1977), Ramakrishnaih (1980), Gupta (1984), Som (1984), Poozhikuth (1989), Duatepe and Akkus (2004), Hussain, et al (2011), Belagali

(2009), Trivedi (2007), Issan, et al (2011), Kubiato & Arik (2014), Baglari (2016), Kohli & Chand (2012), Padiya (2015), Seva (2018), Dhull & Jain (2017), Jha and Shroff (2018), Jahan & Sharma (2017), Dwivedi (2016), Singh (2016), Farrukh (2018), all found a significant difference in attitude of male and female teachers towards teaching profession in favour of female. It was also stated that female teachers display more positive attitudes compared to male teachers and the idea that the teaching profession is more appropriate for females. Mishra (1977), Baglari (2016), Kohli & Chand (2012) revealed that male teacher had more favourable attitude towards teaching profession. Similar to the present finding, the study conducted by Devi (2013), Sivakumar (2018), Mahadevaswamy (2008), Lalneihthangi (2014), Khamari & Tiwari (2015) counteract any effect of gender on attitude of serving teachers towards teaching profession.

The present findings discover that majority of female serving teachers had positive attitude towards teaching profession. In general, women are better listener than male, someone who pays good attention to students has a better understanding of what the student need and will be a better teacher. Many female teachers are more sensitive to students' emotions than male teachers are; it may help female teacher to established intimate relationship with students and had positive thoughts on students. They believe all of their students can learn; they see the big picture and broad purpose of the educational system; and they focus on the people, not just the numbers. The level of passion, resourcefulness and enthusiasm to help student results in positive attitude.

The study also found that majority of the male serving elementary teachers had negative attitude towards teaching profession. This means that if teachers are not enjoying their profession then they will not be able to succeed in teaching. Results from the study showed clearly that some of the teachers joined the teaching profession not by choice but by chance. Many teachers feel that teaching is a tiring profession and their interest in teaching profession decreases as time passes by and by. It seems that they did not understand what education really is. Examination result was considered as the main goal and a tool for determining the quality of a teacher

and felt that CCE increased unnecessary workload for them. Many teachers hesitate to spend extra time for students beyond school hours and think that salary is the only benefit they get from their profession. The above factors may contribute to the teacher's negative attitudes towards the teaching profession

5. Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and Gender of Prospective Elementary School Teachers

The present investigation reveals that that no relation existed in the attitude of prospective elementary school teachers towards teaching profession with gender. There was no significance difference in the attitude of prospective teachers in relation to gender. However, it also showed that female prospective teachers had a higher level of attitude towards teaching profession than the male prospective teachers do. Both the majority of male and female prospective teachers had positive attitude towards teaching profession.

Some of the studies conducted by Balan (1996), Yaakub (1990), Taşkin and Hacıömeroğlu (2010), Dagga (2005), Akilli and Seven (2010), Kartal, et al. (2012), Chakraborty & Mondal (2014), Bademcioglu, Karatas&Alci (2014), Kanakarajan (2001), Anonymous (2006), Anonymous (2007), Devapa (2011), Lalsangzuala (2013), Farrukh (2018) did not find effect of gender on attitude of prospective teachers towards teaching profession. The results of all these studies support the findings of the present study. Contrary to the present finding, the studies conducted by Duatepe and Akkus (2004), Üstüner et al (2009), Güneyli and Aslan (2009), Köğce, Aydın and Yıldız (2010), Yeşil (2011), Musa & Bichi (2015), Donmuş, Akpınar & Eroğlu (2015), Bilgin & Aykac (2016), Htang (2017), Ishwarbhai (2018), Alkan (2018), Islam and Ansari (2018), Mutum (2015), Çetinkaya (2009), Moorthy (2013), Srikantha (2009), Satiya (2013), Rawat and Sreevastava (1984), Prasab & Raju (2013), Efe, Oral & Efe (2012), Sener (2015), Pancholi (2015), Srilatha (2017) on prospective teachers showed a significant difference between attitude towards teaching and gender and it was revealed that female prospective teachers had more favourable attitude than the male counterparts.

Although the research showed that there was no significance difference in the attitude of prospective teachers in relation to gender. A very significant finding made through the present study is that the difference in the mean score of male prospective elementary school teachers as compared to the female prospective elementary school teachers was very small and almost equal, where the majorities of both male and female prospective teachers possesses positive attitude towards teaching profession. Most of the previous studies reported that female teachers had more positive attitude towards the profession as compared to the male teachers with a huge gap. Nowadays, the stereotyping belief that “teaching profession is a feminine job” (Ullah, 2016) is changing slowly. Previously, female teachers were pictured to had a feeling that teaching was more appropriate for female. The study showed that the male teachers do feel that teaching was the appropriate job for them too.

6. Discussion on the findings in relation to Significance of difference in Attitude towards Teaching Profession and level Education.

The present study revealed that there was a significant difference on the levels of attitude towards teaching profession between the graduate and under graduate serving teachers. The difference is in favour of the graduate serving elementary school teachers at 0.05 level.

The result also shows that there exists a significant difference in the attitude of graduate prospective elementary school teachers and undergraduate prospective elementary school teachers towards teaching profession. The difference is in favour of the graduate prospective elementary school teachers at 0.05 level.

Supporting the present findings, studies carried out on serving teachers for Dhammi (2009), Sivakumar (2018), Saran (1975), Singh (2016) and on prospective teachers by Chakraborty (2014), Srilatha (2017) and Ramachandan (1991) revealed that attitude towards teaching profession were found significantly related to the qualification of the teachers. Contrary to the present findings, the research carried out on serving teachers by Soibamcha (2016), Mahadevaswamy (2008), Jha & Scroff (2018) and on prospective teachers by Musa & Bichi (2015), Baglari (2016), Alkan

(2018) and Kanakarajan (2001) found no significant difference in the attitude of graduate and undergraduate teachers.

The present study revealed that there was a significant difference in attitude towards teaching profession in relation to education in favour of higher educational qualification. Adeyemi (2010) found that teacher's experience and educational qualification had higher level of quality, content knowledge and knowledge of pedagogy which influence student achievement, which in turn motivates the teachers and had satisfaction in his/her job. The teachers with higher educational qualification had more mastery over the subject and did not find any difficulty towards the subject matter. Therefore, educational qualification has an effect in creating positive attitude. Most under graduate teachers found difficulty in teaching, as they were not well versed with the subject matter, which in turns de-motivates the teacher, and makes them loose interest in their job, as a result it is difficult for them to possess positive attitude towards their profession.

LIMITATIONS OF THE STUDY

In the present study the following were the limitations:

1. For prospective teachers, the study has been confined to D.El.Ed batch (2015-17) of prospective teachers from all eight DIETs. D.El.Ed batch (2014-16) from DIET Aizawl and DIET Lunglei were taken for sample as the remaining six districts introduced D.El.Ed course only from 2015.
2. The other possible variables such as residential area, family income, occupation of parents, intelligence, social status, marital status, have not been taken into consideration.
3. For prospective teachers, the study has been limited to only the teacher trainees in DIETs and not the graduate teacher trainees in B.Ed. colleges

RECOMMENDATIONS

1. It is desirable on the part of Government authorities to recruit young men and women with high educational qualification, talents, potentialities and positive attitudes towards teaching for the betterment of elementary education.
2. The Government should take serious viewpoint and prepare plans for changing negative working conditions of teachers. Efforts should also be made to improve the infrastructure facilities like library, laboratory, classroom, teaching aids for academic development.
3. Government should provide individuals and institutions opportunities to attending refresher courses and orientation programmes. This will bring professionalism among teachers and in turn will enhance positive attitude towards teaching profession.
4. Some incentives like, special allowances, accommodation may be arranged to teachers who were posted in the far flung areas to enhance the attitude of teachers towards teaching profession.
5. Work load is another factor which affects the attitude of teachers. There are still many schools that having only two teachers. In this respect all the vacancies are to be filled up by the government so as to reduce the work load and increase teaching attitude.
6. Teachers who enter in this profession usually have love for the profession and desire to perform their duties enthusiastically and sincerely. So, there is a need for safeguarding such enthusiasm throughout the entire service period. Teachers should be given special capacity building programmes, special incentives and opportunities for enhancing their enthusiasm and positive attitude towards teaching profession. In-service training programmes can also be organised to give necessary motivation and opportunities to update their knowledge from time to time.
7. The present finding shows that graduate teachers have higher attitude than undergraduate teachers. So, teachers should be given opportunities to continue for higher educational as well as professional studies.

8. Teachers' welfare or association may organize programme for attitude development. Group discussions, conference and other social or group activities may be chosen for developing attitudes.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the research experience of the investigator, following suggestions had been given for further researches.

1. The study was confined to the attitude of elementary school teachers only; future researchers can extend the study to a broader concept like aptitudes, achievements and job satisfaction.
2. For prospective teachers, the present study had been carried out in D.El.Ed course only. Further research can be done in this area by taking prospective teacher of B. Ed course also.
3. This study was done on prospective and serving elementary school teachers to know their attitude towards teaching profession, and three variables: Gender, age and Educational qualification was taken. Further research can be carried out by taking more number of variables.
4. A study may be taken up to study the relationship between attitude towards teaching and teaching success.
5. A study may be taken up to study teaching competence and attitude towards teaching of prospective teachers.
6. A study may be taken up to study attitude of secondary and higher secondary school teachers towards teaching profession.