

**ATTITUDE OF SECONDARY SCHOOL TEACHERS OF
AIZAWL DISTRICT TOWARDS TEACHING PROFESSION**

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**ATTITUDE OF SECONDARY SCHOOL TEACHERS OF AIZAWL
DISTRICT TOWARDS TEACHING PROFESSION**

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Submitted

**in partial fulfillment of the requirement of the Degree of Master of Philosophy
in Education of Mizoram University, Aizawl.**

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SUPERVISOR'S CERTIFICATE

This is to certify that Miss Wesly Zarzolaawmi has completed her dissertation entitled "Attitude of Secondary School Teacher of Aizawl District Towards Teaching Profession" under my guidance and is fit to be submitted for evaluation for the award of Master of Philosophy in Education.

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Declaration

I, Wesly Zarzolaumi, hereby declare that the subject matter of the dissertation is a record of work done by me, that the contents of this dissertation 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 dissertation has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the award of Master of Philosophy in Education.

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CHAPTER – I

INTRODUCTION

The word ‘teach’ is a derivation from the Anglo-Saxon word ‘taccon’ which means ‘to impart’, ‘to instruct’ and ‘to train’, through the process of teaching done by the teacher. As such, who teaches is a ‘teacher’. A teacher is a person who educates the young to lead a good socio-economic life, creates cultures and civilizations and has always been respected in the society for the noble work he/she does for the society by upbringing the youth and in the improvement of the quality of education. A good teacher shows the right path that the students should follow as well as prepares the human resource for further development of the nation. Teacher is perceived as a knowledgeable and expert person who not only passes his/her acquired knowledge to the students, but also applies different teaching methods and techniques for educating the pupils and motivates the students to learn themselves. Apart from the application of teaching tools like telling, narrating, showing, instructing, demonstrating, questioning, guiding, training, a successful teacher also innovates, motivates and encourages students for self-learning. Professionally committed teacher adopt various innovative methods of teaching, keep themselves aware of the latest developments in the fields of education, follow the code of conduct, set examples for others and experiment with new ideas and study their impact in classroom situation.

1.1.0 Concept of profession

It is imperative to discuss the concept of Profession to get some insights into the idea how teaching becomes a profession and what are those elements that convert

teaching into a noble profession. The word ‘profession’ is a derivation from the Greek word ‘profession’ which has its roots in Latin word ‘*profitere*’ meaning ‘to profess’, ‘to lay down’, ‘to claim something new’, ‘an opening for new knowledge’. Thus, a profession means possession of an endowment of knowledge, skills and their application in the service of humankind, especially in some specific field. A profession is an occupation that performs a vital social function. A considerable degree of skill, a body of systematic knowledge grounded in theory and lengthy period of higher education have been required to accomplish such function. The period of education and training involves the process of socialization into professional values which is essential for the professional to have the freedom or autonomy to make own judgments with regard to appropriate practice.

As such, a profession professes to do two things; to serve the clients/persons and to serve with conscious understanding and efficiency. While rendering serving to others, the profession, not only serves but makes service its prime motive. In our society, the word “professional” is an honorific term and denotes occupations characterized by certain attributes like a body of specialized and expert knowledge together with a code of ethics that emphasize on service to clients. Professional possesses expert knowledge and cultivates the ability to cope with and act wisely during unexpected and uncertain situation. (Hargreaves, 2003).

Apart from these, a profession arises when any trade or occupation transforms itself through “the development of formal qualifications based upon education, apprenticeship and examinations, the emergence of regulatory bodies with powers to admit and discipline members and some degree of monopoly rights” (Bullock and Trombley, 1999).

Professionals are assumed to have extensive theoretical knowledge and the skill to apply in practice. Professions usually have professional bodies organized by their members and there is a requirement to pass prescribed examinations based on mainly theoretical knowledge. In addition to examinations, the aspiring professionals require to go for a long period of institutionalized training to acquire specified practical experience in some sort of trainee role. It is also mandatory for the professionals to continuously upgrade their skills through professional development. The most prestigious professions usually require at least three years at university. However, doctoral research can add a further 4-5 years to this period of education. Professions seek to establish a register or membership so that only licensed professionals are recognized as bona fide and professional bodies are active in negotiating remuneration packages for their members where levels of remuneration are determined by government.

1.1.1 Teaching as a Profession

Teaching is an act of instructing or imparting knowledge to a person who is unaware about it. As such, conceptually and ideally, teaching as a profession is a noble one. Teaching innovates, motivates and inspires the students for self-learning by igniting the students to think, reason, analyze and respond to the queries in the classroom. As a matter of fact, teaching has all the qualities of a profession. Therefore, teaching is one of the oldest and noblest professions and also a job that offers an opportunity to earn one's living. It can be considered as a single most important profession as teachers pass on knowledge and values to students, prepares them for further education and for working life.

Teaching as a profession has also its ethical dimensions that distinguish it from other professions. The client's attendance is compulsory in teaching profession and more importantly the clients are children who need special care under the supervision of teacher. Teachers play the role as a model of an educated person. Therefore, teaching is a public activity where a teacher works daily with the students and the extended nature of their lives together in schools places special obligations on the teacher's behaviour. Also in teaching profession, dedication to purpose, knowledge expertise and advocacy are some of the main core strengths of the teachers.

1.2.0 Attitude

The study of attitude of teacher towards teaching is also important to analyze the teaching as profession. Though 'attitude' is a familiar word and is used freely to express one's way of thinking, feeling or behaving, as a psychological and conceptual term, it is very difficult to define 'Attitude'.

The term "attitude" has been used by psychologists in several connotations and there seems to be no agreed definition of the term. While conceptualizing attitude, Allports' pointed out that the essential feature of attitude is "preparation or readiness for response" (Allport, 1935). Thurstone's (1959) defined attitude as "the affect for or against a psychological object". But subsequently developments in the operational measurement of attitudes by Thurstone, Likert, Guttman and others seemed to bring with them a slow change in the concept of "attitude" as an internal, one-dimensional, abstract and evaluative concept. According to Fisher (1977), the concept of "attitude" has had more definitions than any other concept in social psychology. Perhaps, the logical culmination of this development appear in the work

of Osgood and his colleagues, where “attitude” is described as an aspect of semantic meaning, linked to behaviour only as a broad dimension of internalized mediatory response. But in this evaluation social psychology merely initiated common service as reflected in etymology (Fisher, 1977). Travers has defined “An attitude is a readiness to respond in such a way that behavior is given a certain direction”. In the Oxford English Dictionary (1976) the derivation and first three definitions of “attitude” refer to psychological disposition and only the fourth refers to “mode of thoughts.”

Thus, an attitude is an organized and consistent manner of feeling and reaction with regard to people, groups, social issues, or more generally, any event in one’s environment. Its essential components are thoughts and beliefs, feelings or emotions, and the tendencies to react. An attitude is formed when these components are so related to each other that specific feelings and reactions are consistently associated with a particular way of thinking about certain persons or events. Attitudes are highly pervasive, determine the character of our motive power, influence our personality and behavior, affect what we will perceive and how we will perceive it, our judgments and perceptions of others, and exercise a profound influence on personal relationships and on our speed and efficiency of learning. An attitude is a particular feeling about something, knowledge of a situation and an emotion based on experience and expectation.

An examination of the above definitions would help us to find some common thread through these descriptions of “attitude.” Each definition, in one way or the other regards the essential feature of attitude as a preparation of readiness which influences persons to act in a certain way. “Attitude” generally implies a personality

disposition that determines behaviour towards an opinion and beliefs about a given object, situation, institution ideas or concept. Hence, for this study “attitude” means “ A more or less stable set or disposition of opinion, interest or purpose, involving expectative of a certain kind of experience and readiness with an appropriate response.”

As such, the positive attitude of the teachers brings a learner friendly environment in the classroom which has fruitful effect on learning of the students. Teachers need to observe the sort of attitudes students form and should encourage them to culminate the healthy one. Teachers’ smiling face, zest and enthusiasm, encouraging conversation, questions and even criticisms seemed to be more effective in changing attitudes than mere telling or reading. When a pupil loves and respects his teacher, he learns far more from him than books or subject matter. He acquires the attitude of his teacher.

1.2.1 Factors influencing the Attitude of Teachers

Attitudes are dynamic in nature, subject to change with time and experience. Attitude is both inherent and acquired. Information generated by an attitude is the result of certain conditions the person confronts with. Factors like family background, socio economic background, beliefs, status and infrastructure of the school; safety conditions in the school, professional and social status influence the attitude of the teacher. Attitude towards teaching profession may vary due to the different learning environment, instructional materials and strategies adopted in the schools. Earlier studies on attitude of teachers reveal that attitude towards teaching profession and success in teaching is correlated to each other. The success of

teaching depends on teacher's attitude towards teaching profession, interest in profession, job satisfaction and teaching experience. Moreover, teacher efficiency and classroom performance are based on attitude towards the teaching profession.

1.2.2 Teachers Attitude towards Teaching

The attitude of teachers of Mizoram towards professionalism is comparatively moderate as most of the teachers enter into the profession by chance or it is available to them. Therefore, it is necessary to take measures so as to enhance the positive attitude among the teachers towards their profession. If the teachers develop a positive attitude towards their profession, they may easily develop their future students' intrinsic motivation for learning. They will be able to establish a more efficient communication with them and will be more involved in the diversification and personalization of learning situations. In the teaching profession, attitude is such an important variable that can seriously influence the effective manifestation of knowledge and skills appropriate to teaching profession.

1.2.3 Measurement of Attitude towards Teaching

Attitude measurement is an attempt to convert observations of a person's behaviour toward a referent into an index representing the presence, strength, and direction of the attitude presumed to underlie the behaviour. Attitudes can be measured by adopting two different means, viz.; Direct and Indirect methods.

1.2.4 Direct Methods for Measurement of Attitudes

In the Direct approach, opinion of an individual about a subject is collected in the form of verbal report and his/her attitude about the subject is estimated. Generally the following devices are used for the purpose-

- (a) Questioning and Interview method: In this method, the individuals directly express what he feels about a subject.
- (b) Check List: A list of statement where an individual is asked to mark what he/she agrees.
- (c) Attitude Scale: It indicated the ‘degree of agreement with a series of statements dealing with the same subject’.

The most common scale used in direct method are- “Thurstone’s attitude scale” and “Likert attitude scale”. The ‘Method of Equal-Appearing Intervals’ (Thurstone’s attitude scale), and ‘Method of Summated Ratings’ (Likert attitude scale) are widely used in attitude or opinion research. The attitude scales developed by using these scaling techniques consist of a number of carefully edited and selected items called ‘statements’. The set of all possible ‘statements’ made about a given psychological object is called a ‘universe of content’.

The Method of Equal Appearing Intervals: This was originally devised by Thurstone and Chave (1929) and subsequently modified in the light of research findings. While constructing the method of equal appearing ‘interval scales’ a large number of ‘statements’ representing a variety of opinion on a subject are collected. These ‘statements’ are then given to a number of judges who are asked to sort the ‘statements’ in two categories as “very favourable” to “very unfavourable”. Whenever the judges disagree significantly over an item, it is rejected. The finished scale then consists of the remaining ‘statements’ or ‘items’ that represent clearly defined opinions on the subject. Each of these final ‘statements’ is assigned a scale value based on the median scale position given by the judges.

In administering the scale, individuals are asked to check all the statements they agree with. For each individual, then a scale position is computed on the basis of the average of the scale values of all the items he/she has checked.

The Method of Summated Ratings: It was introduced by Likert (1932). It appears to yield similar results to that devised by the method of equal-appearing intervals. In a study by Edwards and Kenney (1946), the coefficient of correlation between the two types of scales was reported as high as + 0.92. Likert (1932), Hall (1934), Rundquist and Sletto (1936), and Edwards and Kenney (1946) claimed the method of summated rating is simpler, easier and less laborious than the method developed by Thurstone. An equal-appearing interval scale requires approximately double times than the method of summated ratings. Therefore, the method of summated ratings is used more frequently by the researchers in opinion research.

The method of summated rating scale employs a large number of items compared to Thurstone's scale and discards the methods of scaling by several judges. In constructing such a scale, a number of "statements" or "items" concerning a particular subject are collected. These "items", each of which clearly represents either a 'favourable' or 'unfavourable' attitude, are then tested for internal consistency so as to see whether all the "statements" or "items" are actually concerned with the same subject. The tested "items" constitute attitude scale. The individual is asked to indicate the degree of his agreement or disagreement with each item on a five point scale. Thus for assessing attitude the sample items are presented. 'A' stands for "Agree", 'S.A' stands for "Strongly Agree", 'D' for "Disagree", 'S.D' for "Strongly Disagree" and 'U' for "Undecided"

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 "simple disagreement" and '1' for "strong disagreement". 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 a 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.

On the other hand, the interpretation of an attitude score on a summated-rating scale cannot be made independently of the distribution of scores of some defined or norm group, because the summated-rating score corresponding to the "zero" or "neutral" point on a 'favourable-unfavourable' continuum is not known as it is known in the case of equal-appearing interval scores. 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.

Limitations of Attitude Scales

1. Concealment- An individual may conceal his real attitude and express socially acceptable opinions only.

2. Ignorance- An individual may not really know how he feels about a social issue and he may never have given the idea of serious consideration.
3. Inability to express- An individual may not be able to express his attitude towards a situation in abstract. He is able to predict his reaction or behaviour only when confronted with a real situation.

1.2.5 Indirect Method for Measurement of Attitudes

The process of inferring attitude, directly from the verbal report or expressed opinion, has many limitations. One may conceal one's real attitudes and may not really know what one feels and thus, unable to know one's attitude about a situation in the abstract. Even 'overt behaviour' is not always a true indication of one's attitude.

To avoid this problem, it has been tried to make use of the measurement methods that are indirect or disguised in nature. In these methods the subjects are given opportunities to structure their own responses without letting them know the real purpose of the task. The projective techniques used for the assessment of personality are the good examples of these indirect methods. The essence of these techniques is that the subject expresses his covert tendencies while responding to unstructured stimuli. An intelligent interpretation of his responses may show his attitude towards a particular object or issue.

Indirect method can be organized into four categories which are discussed below:

1. Physiological Method- it purposes to measure attitudes by measuring reactions on which the respondents has little or no conscious or

voluntary control. The magnitude of the physiological reaction is assumed to be directly and positively associated with the extent of the autonomic arousal or the intensity of the underlying attitude.

2. Unobtrusive Behavioural Observation- the respondent unknowingly or voluntarily engages in a specific behaviour in a natural setting in which the respondent agrees to participate in a role playing exercise where he/she is to simulate a real life situation.
3. Projective Technique- it involves the presentation of unstructured or ambiguous stimuli or tasks that elicits responses or feelings of which the respondent may be unaware.
4. Disguised Procedure- it includes those where the respondent is unclear about the real purpose of the investigation and led to believe that no control can be exerted over his/her responses.

Both the two techniques direct or indirect, are good instruments and have their own values and limitations. The best method or the procedure adopted for the measurement of attitudes combines both the verbal report and interpretive techniques. It helps in getting an extensive and intensive measurement of attitudes covering their covert tendency and overt manifestation.

1.3.0 Codes of Ethics for Teachers

No code of ethics is applicable to all members of the teaching profession. This situation arises from the fact that there is no such teachers' organization to which teachers, in public and non-public, elementary, secondary and higher education, belong. The National Education Association is recognized as the general

organization of public school teachers. Thus, because of the lack of one central association to which all members of the teaching profession belong, many codes of ethics for teachers have been developed.

The first ethical codes for teachers were developed by state education associations. The first of these was the one adopted by the Georgia Education Association in 1896. The California Teachers Association adopted a code in 1904 and the Alabama Education Association in 1908. All state education associations have developed codes of ethics or have adopted the National Education Association Code.

1.3.1 Professional Code of Ethics among Teachers

Professional associations have accepted the role of identifying and supporting the key values of their members based on the social contract and public trust. This role includes activities such as ongoing reform of the profession, serving as a vehicle for communicating professional standards, and integrating the ethics of the profession into the values of society at large. The method commonly used by professional organizations to communicate ethical standards to professional members and to society is the “code of ethics”. The two key attributes are confidentiality and loyalty.

- 1. Confidentiality:** Maintain confidences despite vital interest to others.
- 2. Loyalty:** Exhibit allegiance to either an employer or to the broader community.

The ethical standards for the teaching profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a

commitment to students and their learning. Teachers in their position of trust demonstrate responsibility in their relationships with students, parents, guardians and colleagues, educational partners, other professionals, the environment and the public-all stakeholders of the educational community.

The purposes of the ethical standards for the teaching profession are to:

1. Inspire members to reflect and uphold the honour and dignity of the teaching profession.
2. Identify the ethical responsibilities and commitments in the teaching profession.
3. Guide the ethical decisions and actions in the teaching profession.
4. Promote public trust and confidence in the teaching profession.

The ethical standards for the teaching profession are:

1. **Care:** The ethical standard of care includes compassion, acceptance, interest and insight for developing students' potential. Teachers express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.
2. **Respect:** Intrinsic to the ethical standard of respect are trust and fair-mindedness. Teachers honour human dignity, emotional wellness and cognitive development. In their professional practice, they show respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.
3. **Trust:** The ethical standard of trust embodies fairness, openness and honesty. Teachers' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

4. **Integrity:** Honesty, reliability and moral action are embodied in the ethical standard of integrity. Continual reflection assists teachers in exercising integrity in their professional commitments and responsibilities.

Professional groups strive to establish standards of practice that ensure high quality of services to the public. Professional codes of ethics are guidelines that attempt to assure the moral behaviour of professionals within acceptable ethical conduct and defined standards of professional practice.

Every profession is expected to evolve a set of ethical principles to guide the conduct and behavior of its professional members. The spirit behind it should be the concern for needs of society, its well being and understanding among the people. Professional ethics indicate the principles, guidelines and norms of morality, which a professional has to follow in his/her profession. The code of professional ethics is a set of self imposed professional ideas and principles necessary for the attainment of self-satisfaction and professional excellences.

A teacher is more than a teacher because a teacher is entrusted not only with educating students but also with helping them grow and develop as human beings, the effective teacher must be not only skillful at promoting learning, but also a model of ethical behaviour. Teachers are observed very intently by students for many hours each day. And for all students, teachers may be revered and seem larger than life. A teacher is more than just a teacher and as long as this is so, ethics education should be part of teacher education. Professional ethics has become more important over the years as we become more specialized in our occupation, the issues become much more complex and hard. Professional bodies have increasingly been at work developing, revising and refining professional codes of ethics. Professionals

themselves ask for more detailed codes so as to have greater guidance. There is no longer a difference to the authority of experts on the part of the public or of the client group. The standards for professional conduct keep drifting higher. It is a sign of maturity and of professional pride, when a professional group is operating under a code of ethics.

Teaching in its true sense is not mere instruction but an attempt to influence the behavior of pupils. In this task, most important thing is the personal examples of the teachers, which commands the respect of pupils, the parents, colleagues and the community at large. His/her dedication towards own profession influences the society. The teacher like other professionals has to acquire three characteristics (Chopra, 1998):

- (a) Expert knowledge of their subject.
- (b) Special training in core teaching skills and methods.
- (c) Continuous in-service growth to do full justice to their work.

The National Policy on Education, 1986, emphasizes the need for preparation of a code of professional ethics for teachers to ensure that teachers perform their duties in accordance with acceptable norms. It should enhance their commitment towards profession on one hand and improve their effectiveness on the other. The need of developing a code of professional ethics for teachers was emphasized due to several reasons. Some of them are—

- (a) Enabling teachers to meet the demands of the teaching profession.
- (b) Enabling teachers to do justice to the roles and responsibilities assigned to them.

- (c) Providing guidelines to teachers for establishment of school community linkages for academic and social relationships like of the school.
- (d) Providing guidelines to teachers for establishment of school community partnership.
- (e) Guiding teachers to be protected from the unfair and unjust treatment.

Prasad and Prasad (2005) also emphasized the need of professional ethics among teachers for self correction, self satisfaction, to guide the conduct and behaviors, to improve the relations with human beings, for the development of society, for the professional excellences, to improve professional environment and to follow the norms and principles of the profession.

1.3.2 Professional Obligations of Teachers

Obligation is a responsibility which an individual imposes on himself. It is ethical and in the line of duty. A professional when follows rules, regulations and correctly interprets it for the progress of humanity, it creates a sense of brotherhood, which makes one to respect fellow professionals and own profession. A person who chooses teaching as a profession accepts the obligation to conduct himself/herself, in accordance with the highest standards of the teaching profession. It is essential for a teacher to aim at quality and excellence in his/her work and conduct. A professionally committed teacher takes pride in up-bringing this noble profession and strives to follow the code of professional obligations. Pride in the profession, appreciation of desirable qualities of colleagues and understanding of aims and objectives of the professional creates a desire to attain excellence in the professional performance. Teachers are expected to perform their professional activities in the following five major dimensions (NCERT,1997):

(i) Professional Obligations of Teachers in relation of Pupils

Teachers at all stages are concerned with pupils. They may be children in the early years of schooling or youths in schools, colleges and universities. Teachers' obligation to bring about learning translates into the need on their part to understand the learner both as a person and as a learner (Seshadri, 2003). Teachers are concerned with students not just in ordinary sense. Their life is intimately bound up with their students. Their professional lives acquire meaning only with reference to the relationship that exists between the two, hence it is expected that teacher of today will have to go beyond limit for the betterment of pupils. Major professional obligations of a teacher towards learners are:

- (a) Effective and sincere teaching.
- (b) Motivation of learners.
- (c) Handling the emotional situations.
- (d) Consciousness in works.
- (e) Developing the decision-making capacity, and
- (f) Developing the leadership quality.

To carry out these obligations of getting children to learn, to develop and to make them capable in many aspects, teachers have to understand the art and science of teaching and learning. They have to acquire necessary skills of effective communication with learners. He/she has to learn the skills to develop sense perceptual experience, reason, imagination, creativity, memory and problem solving.

(ii) Teachers' Obligations towards Parents/ Guardians

Parents send their children to school with a hope that their children will do better, learn every required language and ability along with subjects. Not only this,

parents also feel that the teacher will develop the social and moral values in their children and make them good citizens. So it is obligatory on the part of the teacher to establish friendly and cooperative relationship with parents/guardians of learners. Teacher should remain in touch with the parents for well-being and educational growth of the child. Some professional obligations towards parents are as follows:

- (a) Reporting about academics and behavior of child.
- (b) Discussing about future professions/educational options for child.
- (c) Informing about interest, attitude and aptitude of child.
- (d) Providing guidance regarding the conducive home environment.
- (e) Getting suggestions about school and teaching environment.
- (f) Developing a healthy relationship between parents and schools.

It is not for a teacher to say; my job is only to teach. In our traditional system teacher is not just an instructor, he/she is a caretaker, a gardener, a spiritual guide. The mutual understanding of teacher and parents is highly desired. The teachers should train in helping to pupil's confidence in their parents. They should be trained in organizing parent-teacher meeting to understand and solve many personal and scholastic problems of children mutually.

(iii) Teachers' Obligations in relation to Society

The teacher is closely associated with his social environment. The teacher's obligation to society manifests itself in many forms; the most important among them is to bring into educational fold the children who have no healthy tradition in their families. In the community/society at large, it is necessary for a teacher to establish good social relationships. The obligations of teacher towards the society are:

- (a) Providing good citizens.

- (b) Developing the feeling of responsibility towards rights and duties;
- (c) Training the students to follow the norms;
- (d) Setting up of ethical standards;
- (e) Developing religious harmony and cultural understanding;
- (f) Making the students capable of living in harmony with nature; and
- (g) Developing the feeling of integration, secularism and national pride.

It may be pointed out, however, that in the past community activities were not compulsory for the teacher but now they are. Teachers must participate in the community activities along with children and act as their leaders. Beyond the boundaries of the community, a teacher is expected to play a role in the wider society to achieve inter group cohesion and national integration. It is the teacher who as a craftsman craves the futures of the society and the nation. He/she should be trained in organizing different social awareness and community service activities in the society, of which he/she is a responsible ingredient. The development of society and nation is among the primary social responsibilities of a teacher.

(iv) Teachers' Obligations towards Profession

Teaching is a developing profession and the teachers are still fighting for attaining a professional status. They also seek the professional comfort, professional growth etc., therefore obligations on the part of teachers also increase to a great extent.

- (a) Developing mannerism and professional ethics;
- (b) Creating respect about the profession;
- (c) Continuous professional growth and enrichment;

- (d) Contributing towards the development and betterment of profession;
- (e) Maintaining a healthy work culture and working environment at workplace; and
- (f) Developing and participating actively in professional organization.

Being a teacher, it is his/her responsibility to develop a rapport with other colleagues.

If a teacher wants to be respected as a teacher, he/she should project himself/herself as a good teacher. He/she should be trained and encouraged to participate in conferences, professional body meetings for the betterment of professional quality.

(v) *Teachers' Obligations towards Management and Administration*

It is the moral duty of the teacher to co-operate with the head of the institution, the management and the educational administration in running the institution in accordance with the stipulated norms. He should also strive for the development of mutual respect and trust through her professional activities. Teachers are the executives who enforce or execute the programmes for effective functioning and development of any institution. It is important that a teacher co-ordinates own action with the higher authorities as per changing need and situations. The major activities for a teacher to perform coordinating with the higher authorities are:

- (a) Binding himself/herself with rules and regulations;
- (b) Becoming a link between students and management;
- (c) Helping the management in the developing strategies;
- (d) Sharing policies and organizing programme; and
- (e) Being respectful (courteous) to higher authorities.

Apart from the above-mentioned obligations there are other obligations, which a teacher has to take care of. These obligations change their face with time, situation

and people. Different authorities, academicians, governing and regulating bodies in the fields of education, develop these obligations but the implementation part remains on the shoulders of a teacher educator.

Therefore, a teacher can become a professional in real sense if he/she fulfills all the obligations and remembers that a profession is above the professionals and in no case he/she should allow human instincts and feelings to come in the way of his/her profession. It can be said that a teacher has greater duties and responsibilities to perform for the betterment of society. Faith in the profession, appreciation of desirable qualities of colleagues and understanding of aims and objectives of the profession act as foundation stones to attain excellence in the professional performance. To honor the obligations, the teachers must have a sound social philosophy characterized by social sensitivity, concerns for social justice and human rights. Professional ethics and mannerism should go hand in hand so that the teacher is able to move ahead as a real professional in changing time.

1.4.0 Service Conditions of Teachers

It is always important for teachers to have good condition of service as their satisfaction on the job depends a lot on it. Besides if the service condition of teachers is good the teachers will also have a favourable attitude towards their job. In the present study, the service condition of teachers was examined on the basis of Recruitment Process, Leave Facility, Promotion Scheme, Transfer System, Retirement and Pension of Secondary School teachers of Aizawl District. The following indicates some of the service conditions as enumerated by Directorate of Education, Government of Mizoram.

Recruitment Process: Regarding recruitment, a graduate candidate between 18-35 years of age having B.Ed and working knowledge of Mizo language is eligible for direct recruitment as High School/Higher Secondary School teachers.

Leave: The government high school/higher secondary school teachers are entitled to get Casual leave, Special Casual Leave, Half Pay Leave, Extra ordinary Leave, Leave not Due, Study Leave, Commuted Leave, Paternity Leave, Maternity Leave, Adoption Leave, Child Care Leave, Hospital Leave, Special Disability Leave, Earned Leave etc

Promotion Scheme: In Mizoram, the high school/higher secondary school teachers avail two types of promotion (a) 75% from trained post graduate teachers of government higher secondary school with 5 years regular service in the grade (b) 25% from trained graduate teachers of government high school/ higher secondary school with 5 years regular service in the grade.

Transfer System: The government high school/higher secondary schools within the limit of Aizawl district fall under the “category A” Schools. Teachers under “category A” schools are liable to be transfer after completion of 6 years of minimum tenure in a post, subject to availability of vacant post. Moreover, married lady teacher having family is considered for exemption from such transfer even after the completion of minimum tenure except on her own volition.

Retirement and Pension: The government high school/higher secondary teachers retire at the age of 62. After retirement, they are entitled to benefits like family pension, dearness relief, death-cum-retirement gratuity and disability pension.

1.5.0 Rationale of the Study

The “attitude” of the person towards the job and the way he perceives it also affects his level of job satisfaction at large. A teacher therefore, has not only to be competent in his subject, methods of teaching and in understanding his students but also should have interest in the profession and have a favourable attitude towards teaching profession. The term “attitude” refers to thinking and feeling of the ways in which people intend to act. Since, it is important for the teacher to know how he thinks or feels about his profession, it becomes pertinent to study the teaching attitude because it not only affects his own behavior but also the behavior of all the students in the class who come in contact with him.

In this study attempts have been made to analyze the attitude of secondary school teachers towards teaching based on their gender, experience, management, professional qualification and locality of the school with the help of an Attitude Scale. Teachers often enter into their job by chance. Some enter into teaching job because it is available, or because it is the only job they could get. Of course, some enter into teaching because they wanted to become a teacher. It would be interesting to find out the attitude of teachers towards teaching and to compare their attitude with reference to their gender, teaching experience, location of school, professional qualification as well as with reference to the type of school management. Although studies pertaining to the attitude of teachers have been carried out for the whole of Mizoram state before, no studies have been carried out to find out the attitude of teachers towards teaching in Aizawl district and to compare them with reference to different selected variables, therefore this has given rise to the following research questions.

1. Do secondary school teachers of Aizawl district have positive attitude towards teaching?
2. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender?
3. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience?
4. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools?
5. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification?
6. What are the opinions of secondary school teachers with respect to their service conditions?

Keeping these in mind, a study of the attitude of secondary school teachers of Aizawl district towards teaching profession seems to be a significant topic of study.

1.6.0 Statement of the problem

Since teachers play an important role in giving education to the students, their attitude towards their profession becomes very significant. If teachers have a positive attitude towards their job, their teaching will be more effective, not only this, teachers themselves will enjoy teaching and they themselves will be more satisfied. But if teachers do not have a positive attitude towards teaching, this will be reflected

in their teaching and they cannot be effective teachers. The present study is thus formulated as "*Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession*"

1.7.0 Operational Definitions of the Terms used in the Title:

Attitude: For the present study, attitude refers to how an individual think or feel about something, and how this makes him behave.

Teaching: For the present study, teaching refers to the job of a teacher, who carries out his teaching duties.

Profession: For the present study, profession means a paid occupation that involves training and a formal qualification.

Attitude towards teaching profession: In the present study, the attitude towards teaching profession is being represented by the score obtained through the Attitude Scale towards teaching profession developed by H.Malsawmi & Mary L.Renthlei (2015)

Secondary School Teachers: In this study, the Secondary School Teachers refers to the teachers of classes IX and X in the secondary schools of Aizawl District.

1.8.0 Objectives of the Study

The following are the objectives of the present study:

1. To reveal the attitude of secondary school teachers of Aizawl district towards teaching profession.
2. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.

3. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.
4. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.
5. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.
6. To find out the opinion of secondary school teachers of Aizawl district with respect to their service condition.
7. To suggest measures for developing positive attitude of secondary school teachers towards teaching profession.

1.9.0 Hypotheses:

For objectives no 2, 3, 4 and 5 the following hypotheses have been formulated:

1. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.
2. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.
3. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.

4. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.

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CHAPTER - II

REVIEW OF RELATED LITERATURE

In this chapter an attempt has been made to understand the theoretical background and findings of different scholars in various aspects related to the attitude of teachers towards teaching profession in India as well as abroad. The period of these studies ranges from 2009-2018. The chapter, therefore, presents a review of some existing literature on attitude of teacher in a chronological way. The review is divided into studies conducted in India and studies conducted abroad.

2.1.0 Studies Conducted in India

Surinder (2009) undertook a study to find the attitude of elementary school teachers in relation to sex, locations, teaching experience and qualification which was administered to 60 elementary school teachers from Patiala district of Punjab under SSA training programme. The teacher attitude inventory by S.P Ahluwalia was used. The result of the study was that sex, rural-urban, teaching experience and qualification of the teachers influence the attitude of teachers towards their teaching profession.

Gupta and Eleanor (2010) attempted to discuss the attitude of Teacher's Trainees towards teaching profession in the colleges of Teacher Education in Shillong. The investigators have found that attitude of teacher's trainee towards teaching profession depends on certain factors such as types of institution, qualification of the teachers' trainee, types of training, experience, gender and so on.

Karnail Singh (2012) tried to find out the attitude of postgraduate students of education and physical education in the two states of India namely Jammu Kashmir and Kerala towards teaching profession. The investigators conducted this study with 200 students studying in different colleges. The findings revealed that students belonging to different economics classes differ in their attitude regarding professions. But the overall attitude of the students studying in postgraduate course of education and physical education had been found favorable towards teaching profession. The result also inferred that students belonging to rural and urban areas differ in their attitude towards teaching profession.

Rohini (2012) tried to know the attitude of the teachers towards teaching profession of the teachers at different levels like primary, secondary, higher – secondary and college. The researcher has found that primary, secondary, higher – secondary and college teachers have high attitude towards teaching profession. However, the attitude teacher towards teaching as a profession differs depending upon the levels of educational institutions.

K Sunita (2012) carried out with 200 samples to find the attitudes of secondary school teachers towards teaching profession with respect to their gender, religion, marital status, family type, age, background of teachers etc. The research tool used for the study was attitude scale towards teaching profession developed and standardized by Kulsum (2001). The findings of the study conclude that economic conditions, gender, religion, administrative, co-curricular as well as socio-psychological aspects have impact on the attitude of teacher towards teaching.

Uzma.et al. (2012) conducted a research on regular and distance education programme of M.Ed. and B.Ed. Sample of the study and total sample size consists of

100 students. The study revealed that students enrolled in regular programmes showed high levels of professionalism as compared to distance education students. Likewise B.Ed. students from regular programmes showed the highest level of professional attitude.

Swati and Anita (2013) undertook to assess and compare the attitude towards creative teaching of B. Ed. Pupil-teachers belonging to science and art streams. A sample of 200 B.Ed. pupil- teachers was drawn by using stratified random sampling technique from 5 colleges of Sambhal district. Attitude towards creative teaching was assessed by employing Attitude Scale of Creative Teaching developed by Dr. R. P. Shukla. The study revealed that B. Ed. Pupil-teachers of science stream have more positive attitude towards creative teaching than their counterparts of arts stream where as the female pupil teachers also have more positive attitude than the male pupil teachers.

Prasad Babu and Raju (2013) examined the attitude of student teachers towards their profession in Vizianagaram district of Andhra Pradesh, India. The study revealed that male and female student teachers differed significantly in attitude towards the teaching profession. Male and female student teachers 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 belonging to different subjects differed significantly in their attitude towards teaching.

Syed and Aashiq (2013) compared the teaching attitude of Government and Private secondary school teachers towards their teaching profession. The sample was drawn

from 200 respondents with the help of simple random sampling method and to collect the necessary data teaching attitude scale constructed by J.C Goyal was used. Research findings indicated that government secondary school teachers have higher attitude towards their teaching profession than the teachers from private institutions. In addition, comparing on the basis of gender, it was found that government male teachers have higher teaching attitude towards their teaching profession than females. Private female secondary school teachers possess higher teaching attitude towards teaching profession than their counterparts.

Mohammad Parvez and Mohammad Shakir (2013) studied the attitudes of prospective-teachers towards teaching profession. A sample of 180 prospective teachers, 90 from private and 90 from public institutions was taken through purposive convenient sampling method. “Teacher Attitude Inventory (TAI)” by Dr. S.P. Ahluwalia was used to collect the data. Findings show that:

1. There is a significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions towards teaching profession. It means that types of institution i.e., private and public influences the attitudes of prospective teachers towards teaching profession.
2. There is no significant difference in the attitudes of female and male, Muslim and Non-Muslim, science and social science or choice of stream of prospective teachers towards teaching profession.

Agnes Ebi (2013) examined the attitude of teachers towards the teaching profession and utilized descriptive survey research design. A total sample of 150 teachers was randomly selected from secondary schools in the study area. Instrument titled “Attitude of teachers towards teaching” was developed, validated and administered

to the respondents. Result indicated that teachers' have negative attitude towards teaching profession, also revealed that female teachers have more positive attitude towards teaching profession. The study recommended that government should increase the salaries of teachers and take matters concerning teachers as high priority.

Vandana and Dapbhsakupar (2014) tried to find out the difference in professionalism among teachers on the basis of sex, social category (tribal and non-tribal), professional qualification (trained and untrained) and teaching experience. Finding shows that male were comparatively more professional in terms of skill and competency whereas female were better in professional conduct. The study also found that teachers' having professional qualification were more professional compared to the teachers who were without professional qualification. Teachers with more years of experience were better in practical aspect of teaching while teachers with lesser experience had shown better knowledge of theoretical aspect.

Nikme and Monish (2014) conducted a Study of the Sense of Accountability in relation to Job Satisfaction of Secondary School Teachers in West Garo Hills District, Meghalaya. The findings of the study reveal that all the secondary school teachers have average job satisfaction. The degree of job satisfaction of secondary school teachers varies in relation to qualification, teaching experience, types of management and gender of the teachers.

Brindhamani and Manichander (2014) studied the efficiency of college teachers and their attitude towards teaching in Kancheepuram district in relation to certain sociological variables. The sample was drawn out of 250 teachers and Teacher effective scale developed by Umme Kusum, and Miller attitude towards teaching scale was used for collecting the necessary data. The result pointed out that

teachers having Ph.D/NET/SET qualification are more effective than teachers with M.Phil qualification which assumed that qualification contributes for professional effectiveness. It also indicated that teachers working in private management colleges are more effective than the teachers working in government colleges. Further the result also revealed that teachers of urban and rural localities both male and female teachers did not differ significantly in their level of teacher effectiveness.

S Vijayavardhini and M Sivakumar (2014) attempted to find out the attitude of prospective teachers towards teaching profession and identified the sample from Chittoor district of Andhra Pradesh and sample size consists of 136 prospective teachers. The findings revealed that majority of prospective teachers exhibited favorable attitudes towards teaching profession and the variable gender, course and community does not significantly influence the attitude of prospective teachers towards the teaching profession.

Satish Kumar (2014) examined the difference between effective and ineffective teachers in relation to their attitude towards teaching profession and their teaching experience, age and sex. The research tool of Teacher Effectiveness Scale developed by Kumar and Mutha and Attitude Scale developed by Kath and Banner were used for collecting the data. Findings of the study revealed that no significant difference in the effective and ineffective teachers in their attitude towards teaching profession. Further it was found that effective and ineffective teachers do not differ in their attitudes towards teaching profession, although they differ in their experience, age and sex.

Aniruddha and Bhim Chandra (2014) investigated the professional attitude of prospective teachers with reference to their gender, category, religion, locale, subject

stream and academic qualification. The investigator developed the attitude scale to collect data. The findings yielded that prospective teachers with postgraduate degree have higher attitude towards teaching profession than that of prospective teachers with graduate degree. Further, the result also shows that there is no significant difference found for prospective teachers with reference to their sex, category, religion, demographic location and subject stream.

Mohammad Iqbal and Tariq Abdullah (2014) attempted to find out the attitude of teachers towards teaching on the basis of their locale and the samples were collected from 300 secondary school teachers both from rural and urban areas using stratified random sampling method. The Attitude Scale developed by Umme Kulsoom was used for collection of data. The result indicated that rural and urban teachers differ significantly on some areas of attitude towards teaching. It also revealed that the urban teachers seem to have better psychological orientation of teaching, more pleasure and happy than the rural teachers. Both the groups of teachers believed that participation of teachers' in the co-curricular activities make them to learn more about students' abilities and interests.

Divya (2014) conducted a study on Attitude of Teachers towards their Profession and found that male and female teachers have same attitudes towards teaching profession. The teachers whose age was above 30 years are having positive attitude towards teaching profession than the age group of below 30 years.

Mustafa (2014) determined the alienation levels and attitudes of physical education teacher candidates towards the teaching profession and identify the relationship between their alienation levels and their attitudes towards teaching. The study group consisted of 695 teacher candidates studying in physical education and

sports teaching departments. The study revealed that alienation levels and attitudes of physical education teacher candidates towards the teaching profession were moderate and alienation levels were important predictors of the attitude levels towards the teaching profession.

Anupam and Pathy (2014) conducted a study using a readymade tool on the basis of different categories like Non-tribal male and female science stream, nontribal male and female social science stream, Tribal male and female science stream, Tribal male and female social science stream was undertaken. The sample of ninety six students responded. The mean scores were considered and 't' value was calculated to find the difference in the attitude of different categories towards teaching profession. The analysis of data of the study depicts that attitude towards teaching profession of non-tribal (male & female) student teachers of Science as well as Social science stream do not show significant difference. The study undertaken also depicts that in tribal category significant difference at 5% level is observed between male and female student teachers of science and social science stream. Females possess more favorable attitude in comparison to Male tribal students in both the academic streams. While comparison of Non-tribal (female) and Tribal (Female) students of science stream shows that tribal (female) have more favorable attitude towards teaching profession, while no significant difference in attitude towards profession was observed among Tribal and Non-tribal (Male) students of science stream, it also reveals that female student teachers of social science stream (Tribal & Non-tribal) show no significant difference in their attitude towards teaching profession. Same is the case with male student teachers (Tribal & Nontribal)

of social science. In all the three groups, Tribal (female) student teachers show favorable attitude towards teaching profession.

Renthlei, & Malsawmi (2015) conducted a study on Professional Ethics and Attitude towards Teaching Profession of Secondary School Teachers in Mizoram which indicated that majority of secondary school teachers in Mizoram have neutral attitude towards teaching profession. There are slightly more teachers who have favorable attitude towards teaching profession than those who have unfavorable attitude towards teaching profession.

Amina and Shabir (2015) conducted a study to determine male and female secondary school teachers on various dimensions of attitude. The investigator took a sample of 300 respondents which were selected randomly from various secondary schools in the district of Budgam. Teacher attitude inventory developed by S.P Ahluwalia was used to collect data. The result found that there is a significant difference between male and female teachers on attitude towards teaching profession. Further it was found that male secondary school teachers have better attitude towards teaching profession than female secondary school teachers.

Nabanita and Dulumoni (2015) determined the level of attitude towards teaching among the TET (Teacher Eligibility Test) qualified teachers and also to find out the rural-urban as well as gender differences in attitude towards teaching profession with the help of stratified random sampling technique. The sample consists of 22 schools from both rural and urban areas of TET qualified teachers. Teacher's Attitude Scale towards teaching and Teacher Student Relationship Scale constructed by Arti Anand, Harbans Singh and Vishal Sood were used for collecting the data. The study of the researcher indicated that there are differences in the levels

of attitude among the TET qualified teachers' towards teaching profession though no significant differences are found in locality and between male-female teachers.

Shahla (2015) examined the attitude of total working teachers and teachers belonging to early adulthood stage and late adulthood stage, working in secondary schools of Aligarh Muslim University towards teaching profession and pointed out the major findings-

1. There is significant difference in the attitude of total working teachers and teachers belonging to early adulthood stage, working in secondary schools of Aligarh Muslim University towards teaching profession.
2. There is no significant difference in the attitude of total working teachers and teachers belonging to late adulthood stage, working in secondary schools of Aligarh Muslim University towards teaching profession.
3. There is significant difference in the attitude of secondary school working teachers of Aligarh Muslim University belonging to early adulthood stage and late adulthood stage towards teaching profession.

Shehzad (2015) findings of his study revealed that there is a significant difference in the attitude towards teaching among students-teachers before and after their training and also indicated that there is no significant difference between the attitudes of male and female teachers.

Jubraj and Sanjeet Kumar (2015) conducted a research on attitude of teachers towards teaching profession with special reference to caste and sex in Odisha state. The researcher selects 1000 samples out of total population on the basis of random sampling techniques with the help of attitude scale. The result yielded that the main effect of caste upon attitude of teachers towards teaching was found to be statistically

insignificant which indicated that attitude of teachers from scheduled tribe and other caste towards teaching did not differ statistically at any level. The result also shows that the main effect of sex upon attitude of teachers towards teaching was found to be statistically insignificant which indicated that attitude of male and female teachers towards teaching did not differ statistically at any significant level.

Aparna (2015) examined the attitudes towards teaching profession with respect to their gender, areas of subject and location (rural and urban areas). The researcher took the sample of 100 B.Ed. students of different colleges of Ahmedabad district and stratified random sampling technique was used. The survey method was adopted to carry out the research work. The result revealed that female teachers have higher attitude than that of male teachers. In case of rural and urban areas, the rural teachers have a favorable attitude towards teaching profession than urban teachers. It also revealed that both the teachers from general stream and science stream have a similar attitude towards teaching profession.

Ajay Kumar (2015) studied the levels of attitudes towards teaching profession in relation to adjustment of senior secondary school teachers. The investigator used Teacher attitude inventory by Ahluwalia and Teacher adjustment inventory by Ojha to collect the necessary data. The results of the study showed a significant positive relation between attitude towards teaching and adjustment among senior secondary school teachers. The results also show that teachers attitude towards teaching profession did not differ significantly with respect to gender and demographic location.

Mahmood and Subash (2016) measured the attitude of B.Ed. teacher trainees through regular and distance (IGNOU) mode towards the teaching profession. The

sample consists of 100 students enrolled in B.Ed. programmes and used Umme Kulsum attitude scale towards teaching profession in collecting the data. The findings of this research indicated that there is a significant difference between the attitude of regular and distance B.Ed. teacher trainees towards the teaching profession. It suggests that the regular B.Ed. teacher trainees do differ from the distance B.Ed. teacher trainees in attitude towards the teaching profession.

Sujit Samanta (2016) analyzed the attitude of secondary school teachers towards teaching profession based on the various dimensions. The research tool for collecting data was developed by Umme Kulsum which is attitude scale towards teaching profession and the sample of the study include 126 secondary school teachers of Paschim Medinipur district of West Bengal in India. The major findings revealed that there is a significant correlation between the different dimensions of teaching profession except the economic dimension of teaching profession.

Bedel (2016) explored the academic motivation, academic self-efficacy and attitudes toward teaching in pre-service early childhood education teachers and investigated the relationships among those variables. Data were gathered through questionnaires administered to 251 pre-service early childhood education teachers. Results indicated that academic motivation was significantly related to academic self efficacy. Although participants had high levels of positive attitudes toward teaching, those attitudes were neither related to the academic motivation nor to the academic self efficacy. In addition, regression analyses revealed that academic self-efficacy was the only meaningful predictor of academic motivation.

Elina Soibamcha (2016) in her study on attitude of teachers towards teaching profession revealed that younger teachers (59%) appears to have more positive

attitude towards teaching profession than that of the older teachers (41%). More qualified teachers seemed to be having more favorable attitudes towards teaching profession than that of less qualified teachers.

Singh and Singh (2016) assessed the attitude of primary school teachers towards teaching profession using a readymade tool. The sample of the study comprised of 90 primary school teachers which was selected randomly. Attitude inventory developed by S.P Ahluwalia has been used for collecting the data. The findings revealed that the effect of variable gender, stream of education, educational qualification and types of school influenced the attitudes of primary school teachers towards teaching profession and found significant differences.

R Vinodh (2016) investigated the postgraduate students' attitude towards the teaching profession in respect to their gender, locality of residence, locality of educational institution, stream of study and annual income of the parents. The study sample comprised of 207 postgraduate students on the basis of purposive sampling technique and a three-point attitude scale was constructed and validated by the investigator to collect data. The findings showed that postgraduate students had favorable attitude towards the teaching profession. It was also found that the variables such as gender, locality of residence, locality of educational institution, stream of study and annual income of the parents had no influence on postgraduate students' attitude towards the teaching profession which proved that postgraduate students had similar attitude towards the teaching profession.

Mary (2016) examined students' attitudes towards the teaching profession. The study had a sample of 80 students and 20 teachers who were selected purposely from two government secondary schools in which data were collected through

interviews and focus group discussions. Findings revealed that secondary school students had both positive and negative attitudes towards teaching profession. Girls had more positive attitudes toward the profession than boys. There were factors that have contributed to students' negative attitude towards teaching professions, among them are teachers' low salaries, many tasks, and that the profession is not as respected as other professions. Therefore, it was recommended that the government should consider teachers' attractive teaching and learning environment and raise their salaries that would not only motivate them to teach but also raise students' attitudes at the schools. Once students find that teaching is a well-paid profession they will join it willingly rather than it is at the moment where they are posted at the colleges by chance and not by choice. If this is given consideration, it will play a part in changing students' negative attitudes to positive, and in the end they will choose teaching as a career when selecting courses at higher levels.

Rekha Rani (2016) examined the differences in their attitude towards teaching profession of prospective teachers in relation to certain demographic variables. The samples were administered from 110 prospective teachers of B.Ed. programme students selected randomly from schools and colleges of Haryana. The result of the study pointed out that there is no significant difference between mean scores of attitude towards teaching profession of prospective teachers with respect to their gender and residential background. Married prospective teachers have more positive attitude towards their profession than that of the unmarried prospective teachers.

Najmah (2017) compared male and female secondary school teachers on various dimensions of attitude and took a sample of 200 teachers of different

secondary schools in district of Pulwama and was selected randomly. The result revealed that there is a significant difference between male and female teachers on teaching attitude. The findings also inferred that female teachers have favorable teaching attitude as compared to male teachers.

Kamlesh, & Manju (2017) in their study of attitude towards teaching profession in relation to job satisfaction among secondary school teachers found that:

1. There is a significant difference in teaching attitude of male and female secondary school teachers. Female teachers were found to possess more favorable attitude towards teaching than male teachers.
2. There is a significant difference in teaching attitude of low and high job satisfied secondary school teachers. Highly job satisfied secondary school teacher are found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers.
3. There is a significant relationship between teaching attitude and job satisfaction of secondary school teachers.

Sadik (2017) studied the relationship between attitudes of pedagogical formation program pre-service teachers towards teaching profession and their self-efficacies had been examined. In this case, the effect of graduation branches of the pre-service teachers on teacher self-efficacies and the effect of teacher self-efficacies on attitudes towards teaching profession have been investigated. It is inferred that the scaling model based on teacher self-efficacies of pre-service teachers and the scaling model based on their attitudes towards teaching profession have acceptable conformity levels and these models are confirmed. In this research, it is concluded that the established structural model belonging to pre-service teachers' graduated

branches, their senses of teacher self-efficacy and their attitudes towards teaching profession has been confirmed and that conformity index values show acceptable consistence. In addition to this, it can also be arrived at the conclusion that variables determined for the structural model predict one another in a high-level; and therefore, declaration variances connected with the regression coefficient are high. Graduation branches of pre-service teachers explain 77% of their self-efficacies. The change of pre-service teachers' graduation branch variables has great contribution to the increase of teacher self-efficacies; therefore, it is observed that the change between branches affects teacher self-efficacies. That is to say, branch variable has an important effect on training teachers having high self-efficacies. Teacher self-efficacies of pre-service teachers explain 81% of attitudes towards teaching profession. It is concluded that formation pre-service teachers who have high-level self-efficacies will have great attitude towards teaching profession. It is required to train individuals who have high-level self-efficacies in order to increase pre-service teachers' attitudes towards teaching profession. Graduation branches of pre-service teachers explain 62% of attitudes towards teaching profession. It is observed that graduation branches of pre-service teachers affect the attitudes towards teaching profession above medium level.

Sadhukar and Reddy (2017) conducted a research on the level of teacher attitude towards teaching profession and it was found to be positive. The study was conducted for a sample of 200 Secondary school teachers selected from Nellore District through simple random sampling technique. The result shows that teachers' attitude towards teaching profession negatively or positively affects the students'

scholastic success and participation in lessons. Teacher's attitude towards teaching plays a major role in shaping the attitudes of students towards learning.

Kanchana and Surender (2017) investigated the teaching aptitude and attitudes of prospective primary school teachers towards teaching profession in relation to their gender, type of institution and stream of study and a sample of 640 prospective primary school teachers were drawn on the basis of random sampling method. The data was collected with the help of "Teacher Aptitude Test Battery" developed by R.P Sharma and S.N Sharma and "Attitude towards Teaching Profession Scale" by Umme Kulsum was used. The result revealed that there was a significant difference in the teaching aptitude of male and female prospective primary school teachers. The result further revealed that there was a significant difference in the teaching aptitude of prospective primary school teachers studying in government (DIET) and private institutions. In addition, the findings also indicated that there was a significant difference in the attitudes among female and male and the different areas of stream of the prospective primary school teachers towards teaching profession.

Sorna Lakshmi & Ashok (2017) in their study on teacher's attitude towards teaching profession found that there is no significant difference in teacher attitude towards teaching program based on teaching experience. It is inferred that there is a significant difference in the teacher attitude towards teaching program based on their locality. But age has no influence in teachers attitude towards teaching program and it influence over academic achievement of their students.

Pinky (2017) examined the level of attitude towards teaching profession of Secondary School Teacher and the relation between teacher attitude towards teaching

profession and their adjustment in the school with a sample of 300 Secondary School Teachers of Dibrugarh district. For collecting the data, the researcher used Mangal Teacher Adjustment Inventory developed by Mangal and Attitude Scale towards Teaching Profession by Kulsum. The findings indicated that majority of the teachers had favorable attitude towards teaching profession and also shows a significant positive relationship between teacher attitude towards teaching profession and adjustment of Secondary School Teachers.

Shahanasbeegam and Sneha (2017) examined the job satisfaction of women teachers in response to changing job profile. The target sample for this study included 90 women teachers from 10 colleges in Malappuram district. The findings came to the conclusion that overall satisfaction level of women teachers towards teaching profession is satisfactory and most of the teachers are not ready to share their innovative ideas and knowledge to other teachers too. Few teachers are not satisfied due to less pay, allowances and over work load. The result also indicated that there is no significant difference in the average level of attitude of women teachers towards teaching profession and changing job profiles with the variable age group.

G Srilatha (2017) conducted a research on Differential Attitude of Student Teachers towards Teaching Profession. The following findings are drawn from the results of the study:

1. Significant difference between the entry and exit attitude of student teachers towards teaching profession is observed in case of high attitude group. This difference is not observed in case of moderate and low attitude groups

2. Significant difference between the entry and exit attitude of student teachers towards teaching profession with respect to their Gender is observed
3. Significant difference in the entry and exit attitude of student teachers towards teaching profession is found with respect to the Management, Methodology and Educational Qualification.
4. There is significant difference between the entry and exit attitudes of student teachers towards teaching profession in respect of Female group, students studying in Government colleges and methodology.
5. Qualification, students studying in private colleges did not influence the difference between the entry and exit attitudes.

Sayedil and Asikul (2018) a comparative study of attitude towards teaching profession of male and female B.Ed. and M.Ed. students of Aligarh Muslim University was conducted with a sample of 200 students. Teacher attitude inventory developed by S.P Ahluwalia was used to collect data. The result proved that-

1. The attitude of male and female trainee teachers towards teaching profession is favorable but female trainee teachers have more favorable attitude as compared to male teachers.
2. The attitude of B.Ed. and M.Ed. trainee teachers towards teaching profession is positive and favorable but B.Ed. trainee teachers have more positive attitude as compared to M.Ed. trainee teachers.
3. The attitude of B.Ed. male and female trainee teachers towards teaching profession is favorable but female trainee teachers are having more favorable attitude as compared to male trainee teachers.

4. The attitude of M.Ed. male and female trainee teachers towards teaching profession is favorable but male trainee teachers possess more favorable attitude as compared to female trainee teachers.

2.2.0 Studies Conducted Abroad

Serap, Halil, Hafize and Gulcan (2010) examined the effects of experiences that have been acquired at the Teacher Experience Course and skills acquired at the Blended Learning Environment on attitudes of pre-service technology teachers toward teaching profession. The sample consists of 37 students who were registered for Teacher Experience Course of Computer Education and Instructional Technology, Faculty of Educational Science, Ankara University. For collecting the data a 5 point Likert scale with 34 items was used. The findings shows that there was a statistically significant difference between the attitude scores of Information Technology pre-service teachers toward teaching profession at Scenario- based Blended Learning Environment. The practiced learning method has contributed to the attainment of positive attitudes by pre-service teachers toward teaching profession.

Nesrin (2011) investigated the perception of teaching as a profession by trainee teachers. 80 trainee teachers studying at a state university's Faculty of Education, English Language Teaching Department in Turkey were asked about their attitudes towards teaching as a profession. A 30-item Likert type scale was used to gather data and the results indicate that these students have clear positive attitudes for their future profession. Most of the teacher candidates had a positive attitude towards becoming a classroom teacher. Overall, the majority of the participants thought that they had made the right decision to enter elementary teaching (77,2%), plan to take it

as a lifelong career (81,9%) and display very high level of professional enthusiasm towards their chosen profession (85,9%). 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 pre-service teacher training process so as to promote a deeper understanding of the teaching profession.

Mehtap, Hakan and Bulent (2014) investigated teacher candidates' attitudes towards the teaching profession according to their gender, field and programs from which they have graduated, and whether or not they practiced teaching profession before. The research sample included 180 female and 36 male teacher candidates studying in Pedagogical Formation Certificate Program at Yildiz Technical University. Data were analyzed using descriptive statistics, independent samples t-test and one-way ANOVA. Results revealed that while teaching experience has an important effect on attitudes towards teaching, but gender, field, and program variables do not have any significant effect on it. Also, it was found that the teacher candidates in pedagogical formation certificate program have a positive attitude towards the teaching profession.

Mehmet and Halil (2014) investigated the relationship between primary school prospective teachers' thinking styles and their attitudes towards teaching profession. The sample included 222 students and survey model was used. The findings of the researcher pointed out that the attitude towards teaching profession among the prospective teachers' has been found to be positive and women's attitude towards teaching profession is higher than men in all the dimensions.

Muhammad, Edward and Rao (2015) examined and compared the attitudes of students from education discipline versus other disciplines (Physics, Chemistry, Biology and others) of Gomal University towards the teaching profession in Pakistan. The design of the study was quantitative survey with a sample of 292 students (178 males & 114 females) participated in the study. The researcher examined the attitudes of the students of education and of other courses such as students of physics, chemistry, biology, and others. The study revealed that the students had positive attitudes towards the teaching profession which is very significant as this profession is seriously dependent on the attitudes of the students. The findings also indicated that students offering Education had the most positive attitudes towards the teaching profession and those who had the least positive attitude towards teaching were those who offered “other” courses. These were the courses other than Chemistry and physics. The study did not find any significant differences between the attitudes of male and females. It means both genders were equally contributed to the teaching profession.

Aysegul, Osman and Hasan (2015) examined the burnout and teaching profession attitudes of teacher candidates conducted among the sample of 287 teacher candidates. The results revealed that burnout and teaching profession attitudes of teacher candidates do not differ according to their gender. The results of this study further indicated that burnout of teacher candidates differ according to their graduation status but teaching profession attitudes of teacher candidates do not differ according to their graduation status. It also revealed that emotional exhaustion points of teacher candidates differed according to the field of study.

Aliyu and Ado (2015) investigated the Northwest University, Kano prospective teachers' attitudes towards profession of teaching with respect to field of study, gender and level of study's influence on their attitude. Findings revealed that prospective teachers have positive attitude towards the profession. Similarly, a significant gender difference was observed in their attitudes towards the profession. However, the results further indicated that no significant difference in the prospective teachers' attitudes towards the profession in relation to field of study and level of study. The implication is that, this favorable attitude towards teaching profession will bring about professional competence in the future practice.

Nenty, Moyo and Phuti (2015) in their study on perception of Teaching as a Profession and UB (University of Bostwana) Teacher Trainees' Attitude towards Training Programme and Teaching, found that in the perception of UB teacher trainees, teaching is a profession and this view is significantly stronger among female than male teacher trainees. Their level of perception of teaching as a profession has significant influence on their motivation to do well in their teacher training programme (TTP); attitude towards their teacher training programme (AtTTP), the value they attached to the programme (VaTTP); and their perception of the effectiveness of the programme (ETTP). Similarly, the level to which they perceived teaching as a profession has a significantly positive influence on their willingness to teach (WtT); attitude toward teaching (AtT) and the level to which they perceive teaching as a stereotypes career (STC). Generally, the higher their perception of teaching as a profession, the higher is their attitude towards their teacher training programme as well as towards teaching.

Sarah (2015) conducted a study to ascertain attitude of students towards teaching profession in Faculty of Education, Ebonyi State University, Abakaliki. The results of the study showed that students have negative attitude towards teaching profession and pointed out that teaching is a difficult task, and teachers are not well paid compared to other professions. A lot of factors have contributed to the negative attitude of students towards teaching profession, among them are the meager nature of salary, irregular payment of salaries and fringe benefit, lack of promotion, excess work load, poor environment, parent negative influence and poor financing of education etc. On the basis of the findings, it was recommended that Government should adequately fund education, there should be improvement in teacher's salary and regular payment of salary and parent should encourage their children to study education courses.

Oksana, Hilmi and Abdurrahman (2015) examined the pre-service teachers' attitudes toward the teaching profession and whether their attitudes are impacted by the pedagogical formation courses that are part of teacher preparation. The findings of the pre-test showed that participants had positive attitudes toward teaching as a profession. However, the examination of the difference between the pre-service teachers' attitudes towards teaching profession based on before and after taking pedagogical formation courses revealed no statistically significant differences in the participants' responses. The results of this analysis contribute to better understanding of Turkish teacher candidates' attitudes toward the teaching profession and call for further examination of this topic using a national sample to guide country-wide educational policy changes.

Vivian and John (2016) investigated the perception and attitude of education students towards teaching as a profession, a case study of the University of Benin, Benin City in which descriptive survey research design was adopted. A self constructed instrument was validated and used to collect data for the study and the data collected were analyzed using simple percentage. Results revealed that the perception and attitude of education students toward teaching is not influenced by sex; parents had negative perception and attitude toward their children studying education; and students are not willing to take up teaching job because of low status, poor condition of service of teachers and negative perception of teaching profession by the society. On the basis of the findings, major recommendation offered suggests that counselors should organize counseling interventions, seminars and workshops for students, parents, teachers and society at large to develop positive perception and attitude towards teaching profession.

Reyhan and Muzaffer (2016) conducted a research on whether attitude of EFL (English as foreign language) teachers toward teaching profession significantly differ across level of educational institutions where they are working. Accordingly, an attitude scale was administered to EFL teachers working at state primary schools, secondary schools, and institutions of higher education in Turkey. The results indicated that the majority of the participants have positive attitudes toward their job despite problems they encounter while performing it. The study reported and discussed research findings and offered a few pedagogical implications, and suggestions for further directions.

Senel and Nazli (2016) investigated the pre-service preschool teachers' self-efficacy beliefs and attitudes toward the teaching profession. The findings reveal that

pre-service preschool teachers have high level of self-efficacy beliefs and moderate level positive attitudes toward teaching profession. There is also a positive and small meaningful correlation between the pre-service preschool teacher' self-efficacy beliefs and their attitudes toward teaching profession.

Morale Cortes (2016) conducted a research on the role that practicum exerted on novice teachers' attitudes towards teaching. Data were collected through interviews, questionnaires, verbal reports, and artifacts. The result shows that the English practicum provided the teachers being trained opportunities to consider what teaching entails. Thus, the participants were able to reflect, develop awareness, positive attitudes, and satisfaction towards their teaching practice.

Gürçü Erdamar, and *et.al* (2016) defined the effects of gender on attitudes of perspective teachers' towards the teaching profession in Turkey after reviewing 35 relevant studies using the Group Difference Model and Meta-Analysis Methods. The study revealed that gender plays an important role in attitude of teacher towards teaching profession and is more appropriate for females especially in the pre-school and classroom teaching.

Sahin-Firat (2016) analyzed the relation between personal value orientation of the pre-school teachers and their attitudes towards teaching as a profession and stated that self direction, universalism and security are the main factors that influence pre-school teacher's personal value orientation and attitude towards teaching. The researcher has also pointed out the importance of psychological counseling and guidance in case of resolving value conflicts between teachers and students.

Servet (2016) carried out a study with the fourth year students (i.e. pre-service teachers) studying at a university located in the southern part of Turkey. Q-

sort results indicate that majority of the pre-service teachers have positive attitudes towards the teaching profession. Qualitative analyses indicate that they have both positive and negative perceptions.

Hilal Cortes (2016) evaluated the teaching and learning conceptions of pre-service teachers and their attitudes towards teaching profession in terms of some variables. According to the results obtained from this study, pre-service teachers' constructivist teaching and learning conception are higher than their scores of traditional conception. Moreover, pre-service teachers' teaching and learning conceptions do not differ significantly in terms of gender and grade variables, whereas they differ significantly according to their departments. In addition, pre-service teachers' levels of professional attitude can be regarded as positive and their attitudes towards teaching profession differ significantly in terms of gender, grade and department variables. Lastly, the study was concluded that there was a positive correlation between pre-service teachers' constructivist teaching, learning conceptions, and their attitudes towards teaching profession while a negative relationship was observed between their traditional conceptions and professional attitudes.

F Sulen and Asuman (2016) determined the attitude of the candidate teachers currently pursuing their degrees in Northern Cyprus towards the occupation of school teaching and their life satisfaction levels and analyzed the relationship between these variables. Study data were collected using "Attitude towards Teaching Profession Scale (ATTP)" and "Life Satisfaction Scale (LSS)". The study sample comprises 328 students of Schools of Education enrolled in Universities in TRNC during the spring semester of 2011-2012. The results of the study indicate that the candidate teachers

have a positive attitude towards the occupation for which they're getting ready and that their life satisfaction levels are high.

Katrin, Reet and Helen (2016) explored the 18-19-year-old students' perceptions and attitudes to the teaching profession in the case of Estonia. 275 students were questioned to explore the popularity of the teaching profession. The results revealed that although the students value teachers' job highly, they consider it a hard, underpaid and low challenging job. The positive factors that influenced students to consider the teaching profession is the passing on knowledge and working with children. Another distinctness which revealed in the study was connected with positive role models in students' families. The Estonian students admitted that positive experiences with their teachers at school as well as having teachers in their own families worked as a positive role model, which might encourage them to become a teacher. This finding leads to the recognition that the reflections and messages that teachers forward about their job when working with students are very important as they may influence students' future career choice.

Latife (2016) investigated the prediction of the attitudes regarding teaching profession by the communication skills and professional motivation of pedagogical formation students. 261 pre-service teachers receiving pedagogical formation training Istanbul at a private university in the 2014-2015 academic years were included in the research as the study group. The personal information form developed by the researcher, motivation levels scale of pre-service teachers on teaching profession, teaching profession attitude scale and communication skills assessment scale were used in order to collect data. As a result of the study, it was found out that the attitudes of pedagogical formation students towards teaching

profession do not vary significantly by gender, age, marital status, having a stable income, education level, regular works and training level, while the attitude towards the teaching profession varies by the bachelor's program graduated from, the reason for choosing teaching profession and the type of the university graduated from.

Hassan Shawky and Hassan Daker (2016) assessed the training programs for Mathematics teachers at elementary stage on developed Curricula and attitudes toward teaching at Najran educational administration in Saudi Arabia. To achieve this objective, two instruments were developed, one of them measures the opinions of Mathematics teachers about the training programs and the other one measures their attitudes toward teaching the developed Curricula, which were distributed to (72) male and female Mathematics teachers at elementary stage. The results showed that training programs for Mathematics teachers are highly efficient in covering the theoretical background of the project of Mathematics development, content, methods of teaching, activities and educational aids, evaluation and quality of training. The results also showed Math teachers have positive attitudes towards teaching the developed Curricula, and further concluded that there are no statistically significant differences due to teacher's experience, while there are statistically significant differences attributed to gender in favor of female teachers.

Gakhan (2016) investigated the attitudes of the primary school teacher candidates towards teaching profession and self-efficacy beliefs in teaching science. The research was conducted with a survey model. Scale of Self-Efficacy Beliefs towards Science Teaching and Scale of Attitudes towards Teaching Profession were used as data gathering tools. Independent t-testing and Pearson's Correlation Coefficients have been used in analyzing the data. According to findings, there was a

significant difference between the freshman and senior students on the self-efficacy scaling related to teaching the science in favor of the senior students. In addition, it was also been discovered that there was also statistical difference in favor of the senior students compared to the freshman students on attitude scale towards to the teaching profession. It has also found that there was a statistical intermediate positive relationship between the self-efficacy of teaching the science and the attitudes towards teaching profession of the teacher candidates, who were studying at the first year of the university. However, it was discovered that there was a higher probability positive relationship between the self-efficacy beliefs and the attitudes to the teaching profession of teacher candidates, who were at the last year of the university.

Murat and Ebru (2016) examined the relationship between attitudes towards the teaching proficiency and self-efficacy beliefs of the pedagogical formation students. Participants filled in the “Scale for Proficiency Self-Efficacy Beliefs” and “Scale for Attitudes toward Teaching Profession”. Results showed that participants’ opinions about their attitudes towards the teaching profession were positive. Besides, it was seen that participants’ self-efficacy beliefs about their profession was relatively high. Correlation analyses indicated that there was a significant, positive but weak relationship between the participants’ professional self-efficacy beliefs and their attitudes towards the teaching profession. Regression results revealed that professional self-efficacy beliefs were a significant predictor of attitudes towards the teaching profession. However, it was observed that the level of professional self-efficacy beliefs accounted for only some of the variance in attitudes towards the profession.

Mehmet (2017) examined the correlation between the five factor personality traits of pre-service teachers and their attitudes towards the teaching profession and to test the mediating role of the pre-service teachers' self-efficacy beliefs. The survey sample included 382 pre-service teachers who voluntarily responded to the measurement instruments utilized in the study. The study data were collected with the "five factor personality scale", "attitudes towards the teaching profession scale" and "teacher self-efficacy scale". The obtained data were analyzed with path analysis of structural equation modeling. In conclusion, it was observed that there was a significant positive correlation between the five factor personality traits of extraversion, conscientiousness, openness and agreeableness and teacher self-efficacy belief, and there was a significant negative correlation between neuroticism personality trait and teacher self-efficacy belief. It was observed that the self-efficacy beliefs of pre-service teachers played a full mediating role between their neuroticism, openness and extraversion personality traits, and the same played a partial mediating role in the correlation between conscientiousness and agreeableness personality traits and the attitude towards the teaching profession. The implementation of a curriculum in pre-service teacher training that would increase the self-efficacy beliefs on teaching would also improve their attitudes towards the profession positively.

Ozdemir and Gungor (2017) examined the attitudes of students enrolled in the pedagogical formation programs in order to become teachers towards the teaching profession. To collect the data, "Attitude Scale towards Teaching Profession" was used. Arithmetic mean, independent t-test, one-way analysis of variance (ANOVA) and LSD post hoc tests were conducted in the analysis and interpretation of data. In the study, it was determined that as the ages of students

enrolled in the pedagogical formation programs increase, they showed more positive attitudes towards the teaching profession. Females had more positive attitudes than males and students from urban areas have more positive attitudes towards teaching profession than students from rural areas. Furthermore, according to the study results, teaching profession attitudes of students enrolled in pedagogical formation programs differ according to their faculty, mother and father's education and monthly family income.

Talha and Kubra (2017) the attitudes of physical education teacher candidates toward the teaching profession and the perceptions of professional competence according to some variables and the sample consists of 351 teacher candidates. For collecting the data, the researcher developed "Attitude Scale related to Teacher Education", "The Candidates Teacher's Proficiency Perception Scale" and "Personal Information Forum". It was found that there are differences in the perception of professional competence but there is no difference in attitude. The result also indicated that there is no meaningful difference between professional perceptions and teaching attitudes in terms of sport branches, the situation in which the education section is selected voluntarily or not.

Lutfi (2017) investigated the relationship between job satisfaction levels of the teachers in educational institutions and their attitudes towards teaching profession. Obtained results provided significant contributions for improving the quality of educational activities. For collecting the data, "Job Satisfaction Scale" and "Attitude Scale towards Teaching Profession" were performed to all teachers included in the sample. A negative weak relationship was found between job satisfaction levels and attitudes of the teachers in educational institutions towards

teaching profession. Namely, as the job satisfaction level of teachers decreased, their attitudes towards teaching profession increased. According to research results, attitudes of views of teachers towards teaching profession were high as they should be. However, teachers worked at a low job satisfaction level due to some disadvantages in different dimensions. This should be regarded as a problem decreasing their productivity in their profession and the reasons for this to appear should be investigated. While investigating this, school managers and students should also be included into the process as being in other grades of the educational activities.

Turan, Abdurrahman and Faith (2018) determined the attitudes of the students who are studying in the physical education and sports departments towards the teaching profession. 244 students attending Ahi Evran University School of Physical Education and Sports and Firat University Sports Sciences Faculty Physical Education and Sport Teacher Training, Sports Management and Coaching Education departments participated in the research. Personal data form and attitude scale for the teaching profession composing of 34 items were used as data collection means. Distribution, frequency, t test and anova test were performed in the comparison of the related data. Statistical analyzes show that attitudes of participants to the teaching profession do not differ in terms of gender and whether they are teachers in the family, the university in which the training was conducted and the type of sport made.

Tuba (2018) determined the reason for choosing the teaching profession identifying how history teacher candidates perceive the concepts of “teacher” and “teaching” with the help of questionnaire administered by the researcher. The data

collected was analyzed using the content analysis method and this gave rise to specific metaphors with associated categories. The findings of the study indicated that the candidate history teachers' perception of attitude towards teaching profession highlighted a positive attitude. It also revealed that in relation to teaching profession choices, the main factors which influence was the love for the profession, other factors affecting the candidates' preference were the reasons articulated in the categories of "need" and "responsibility".

Ismail, Ufuk and Mesut (2018) conducted a research to find out whether the attitudes of pre-service classroom teachers towards mother tongue, life science, mathematics and science teachings predict their attitudes towards teaching profession or not. The sample of the research is comprised of 231 senior class students who are educated in four different state universities on classroom teaching program. Data is collected by using attitude scale towards teaching profession, attitude scale towards Turkish language and literature teaching, life science teaching attitude scale, mathematics teaching attitude scale and the attitude scale of science teaching for classroom teachers. It is found out that the attitudes of mother tongue, life science, mathematics and science has a medium-level and meaningful relation with attitudes toward teaching profession. By paying regard to relative importance level, it is concluded that attitudes towards mother tongue, life science, mathematics and science teaching respectively are the significant predictors for attitudes toward teaching profession.

Bas and Okan (2018) examined the attitudes and views of the teacher candidates towards teaching profession with the help of general survey model and attitudes scale towards the teaching profession. Hence, they concluded that the

attitudes of female teachers and teaching candidates of computational programs were better than male candidates. The study also found that candidates monthly family income have little influence towards teaching as a profession, but the male teachers should be provided with in-service training or other additional program in order to raise their profession attitudes.

2.3.0 Conclusion

From the review of related literature, it is found that teachers have both positive and negative attitude towards teaching profession and the attitude towards teaching profession may differ with respect to gender, length of teaching experience and so on. In the light of the above observation, the researcher believes that no such studies have been carried out so far to examine the attitude of teachers towards teaching profession in Aizawl District in a systematic way. Therefore, the present study will be an interesting topic of research to find out the factors responsible for developing attitudes of teacher towards teaching profession in Mizoram in general and Aizawl in particular.

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CHAPTER – 3

METHODOLOGY

It is imperative to have a sound methodology while conducting any kind of research because this helps the researcher to achieve his objectives. Besides, the reliability and validity of any research largely depends on the methodology and procedures adopted for the conduct of research.

The methodology of the present study followed by the investigator is discussed in the following manner:

1. Method of the study
2. Sources of data
3. Population of the study
4. Sample of the study
5. Tools used
6. Mode of data collection
7. Analysis of data

3.1.0 Method of the study

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible, to draw valid conclusion from the facts discovered. Descriptive studies are more than just a collection of data. These studies involve measurement, classification, analysis, comparison and interpretation. The present study would belong to the category of “descriptive research” with composite characteristics of inter group comparison. Since the main objective is to find and compare the attitude of secondary school

teachers in Aizawl district towards teaching profession with respect to their gender, length of teaching experience, management of schools and professional qualification, the causal comparative study of survey design is employed in the present investigation.

3.2.0 Sources of Data

The sources of the present study include primary and secondary data for collecting the necessary information with respect to the objectives of the study.

3.2.1 Primary Sources of Data: the investigator personally visited the schools and distributed the attitude scale towards teaching profession and opinionnaire regarding their service condition to the teachers which was collected back again by the investigator.

3.2.2 Secondary Sources of Data: Department of Education Annual Publication 2016-2017, books, articles, journals, online publication, etc.

3.3.0 Population of the Study

The population of the study consists of all teachers in secondary schools of Aizawl district. The following table no. 3.1 shows the total number of secondary schools as well as the number of male and female teachers in Aizawl district.

Table – 3.1
Number of secondary schools and secondary school teachers in Aizawl district

<i>No. of Government schools (N=66)</i>		<i>No. of Non-Government schools (N=140)</i>		<i>Total (N=206)</i>
Male teachers	Female teachers	Male teachers	Female teachers	Total
379	242	634	374	1629

Source: Government of Mizoram, Department of School Education Annual Publication 2016-2017.

The above table reveals that out of 206 secondary schools in Aizawl District, 66 belongs to Government schools, while 140 belongs to Non-Government schools.

There are altogether 1629 teachers working in secondary schools of Aizawl District. Out of these, there are 379 males and 242 female teachers from Government schools, 634 males and 374 female teachers from Non-Government schools.

3.4.0 Sample of the Study

The sample for the present study comprised of 352 secondary school teachers from 45 different schools of both rural and urban areas of Aizawl district. Selection of the teachers for the study has been done with the help of cluster random sampling design. The distribution of the sample is being presented in the following table no 3.2

Table – 3.2
Number of selected sample teachers from government and non-government schools

<i>Government schools (N=19)</i>		<i>Non-Government schools (N=26)</i>		<i>Total (N=45)</i>
Male teachers	Female teachers	Male teachers	Female teachers	Total
96	99	80	77	352

The detailed number of samples with respect to locale, gender and management of schools is presented in the following table 3.3

Table 3.3
Detailed sample distribution

Location	Gender	Type Of Management		Total
		Government	Non-Government	
Rural	Male	53	45	98
	Female	60	48	108
	Total	113	93	206
Urban	Male	43	35	78
	Female	39	29	68
	Total	82	64	146
Total	Male	96	80	176
	Female	99	77	176
	Total	195	157	352

As can be seen in table 3.2, there are 98 male and 108 female teachers from rural schools, 78 male and 68 female teachers from urban schools. This means there were altogether 206 rural teachers and 146 urban teachers. At the same time, there are 96 male and 99 female teachers from government managed schools, and 80 male and 77 female teachers from non-government schools. This means altogether there were 195 teachers from government schools and 157 from non-government schools. The above table also shows that there were 176 male and 176 female teachers. This means that altogether 352 teachers were selected for the present sample.

3.5.0 Tools Used

To study the attitude of secondary school teachers towards teaching, the following tools are being used by the investigator.

3.5.1 Attitude Scale towards Teaching Profession: The scale was developed by H.Malsawmi & Mary L.Renthlei (2015) The scale has 22 items out of which 10 items are positive statements and 12 are negative statements. The co-efficient of reliability was computed by using the “Product Moment Correlation”. The co-efficient of reliability of the scale after applying Spearman Brown’s formula came out to be .82. Criterion related validity was established with a standardized test “Attitude Scale Towards Teaching Profession (ASTTP)” by Dr. (Mrs.) Umme Kulsum, and the coefficient of correlation was found to be 0.84. A sample of the scale ‘Attitude towards teaching profession’ is attached in APENDIX –II.

3.5.2 Opinnionare: The investigator constructed the opinionnaire to find out the opinion of secondary school teachers with respect to their service condition. The opinionnaire comprised of 9 questions consisting mainly of ticking preferences.

Content validity of the opinionnaire was established by giving the opinionnaire to eight (8) experts in the field. A sample of the opinionnaire is attached in APENDIX – III.

3.6.0 Mode of Data Collection

The data for the present study was collected by personally visiting the selected schools by the investigator. The tools indicated above were personally given to the teachers in the selected schools within Aizawl district. Before administering, the purpose of the tests was clearly explained to the teachers. The teachers were then requested to respond to both the attitude scale and the opinionnaire. The tools were then collected back soon after each teacher's completed their responses. This way all selected schools were visited by the investigator and data was collected accordingly. Sometimes, the investigator had to visit the school twice in order to collect the data from the teachers who could not complete the test on the first visit. After this, the collected data were scored, classified and tabulated for further analysis.

3.7.0 Analysis of Data:

For analysis of data, the investigator employed the following statistical techniques:

3.7.1 Descriptive Statistical Measures

To find out the nature of score distribution and for classification of respondents in different categories the statistical techniques such as measures of central tendency and percentages were employed.

3.7.2 Test of Significance for Mean Difference

The difference between the mean scores of the different groups based on gender of respondents, teaching experience, management of schools and professional qualification of teachers with respect to the variable attitude towards teaching profession, were tested for significance by applying the t-test.

CHAPTER IV

Analysis and Interpretation

The present chapter focuses on the analysis and interpretation of data. These data were collected from teachers teaching in the high schools of Aizawl district, 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, tabulated and made ready for analysis. Data analysis was done using appropriate statistical techniques. 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

4.1.0 Objective No.1: To reveal the attitude of secondary school teachers of Aizawl district towards teaching profession.

The attitude scale toward teaching profession which was administered to 352 high school teachers of Aizawl district were scored and tabulated. On the basis of the responses obtained from them, teachers were categorized into five groups in accordance with the norms of the scale. For easy interpretation, they are combined into three groups.

The table No 4.1 shows the number, percentages and interpretation of all teachers' attitude towards teaching profession.

Table 4.1
Attitude of secondary school teachers of Aizawl district towards teaching profession

Score Range	Groups	No. of teachers	Percentage	Interpretation
Above 80	Very high attitude	8	2.27%	18.18% (Favourable)
74-80	High attitude	56	15.91%	
62-73	Moderate attitude	210	59.66%	59.66% (Neutral)
55-61	Low attitude	57	16.19%	22.16% (Unfavourable)
Below 55	Very low attitude	21	5.97%	

As indicated in table 4.1, out of the total number of teacher respondents, 2.27% have very high attitude towards teaching profession. 15.91% have high attitude towards teaching profession, 59.66% have moderate attitude, 16.19% have low attitude towards teaching profession and 5.97% have very low attitude towards teaching profession.

To facilitate interpretation, the percentages of the two high groups are added together and the percentages of the two low groups are added together. Therefore, we can deduce that majority of teacher respondents have neutral attitude (59.66%) towards teaching profession. There are slightly more teacher respondents who have unfavourable attitude (22.16%) towards teaching profession than those teacher respondents who have favourable attitude (18.18%) towards teaching profession.

4.2.0 Objective No. 2 To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.

Hypothesis No. 1 states that there is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.

Table 4.2 shows the comparison in the attitude of male and female teachers towards teaching profession.

Table 4.2
Comparison of attitude towards teaching profession between male and female teachers

Gender	N	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Male	176	65.91	7.658	1.881	.881	2.319	*
Female	176	67.80	7.560				

* means significant at .05 level.

Analysis of the result reveals that the 't' value for the significance of difference between male and female teachers' is 2.319. Since the calculated 't' value is greater than the criterion 't' value at .05 level, it can be concluded that there is a significant difference between male and female teachers' towards teaching profession. Therefore, the null hypothesis that assumes there is no significant difference between male and female teachers' towards teaching profession is rejected since there exists a significant difference at 0.05 level of confidence. A comparison of their mean score shows that this difference is in favour of the female teachers, as their mean score is higher than their male counterparts. The result indicates that female teachers are more positive in their attitude towards teaching profession than the male teachers.

4.3.0 Objective No. 3 To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.

Teachers were classified into two groups as senior teachers and junior teachers based on the length of their teaching experience. Those teachers who had more than five (5) years of teaching experience were categorized as senior teachers

and those teachers who had less than five years of teaching experience were categorized as junior teachers.

Hypothesis No. 2 states that there is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.

Table 4.3 shows the comparison in the attitude of senior and junior teachers towards teaching profession.

Table 4.3
Comparison of senior and junior high school teachers towards teaching profession

Teaching experience	N	Mean	SD	MD	SEMD	t-value	Sig. level
Senior	295	67.18	7.513	1.983	1.175	1.688	NS
Junior	57	65.19	8.232				

NS means Not Significant

A look at the result vide Table No 4.3 reveals that the ‘t’ value for the significance of difference between mean attitude scores of senior and junior teachers towards teaching profession is 1.688, whereas the required ‘t’ value with $df = 350$, to declare the difference as significant is 1.97 at 0.05 level of confidence. Since the calculated ‘t’ value is lower than the criterion ‘t’ value, it can be concluded that there is no significant difference in the attitude towards teaching profession between senior and junior teachers. Therefore, the null hypothesis that assumes there is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience is accepted. It shows senior and junior high school teachers of Aizawl district do not differ significantly in their attitude towards teaching.

4.4.0 Objective No. 4 To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.

Hypothesis No. 3 states that there is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.

Table 4.4 shows the comparison in the attitude of government and non government teachers towards teaching profession.

**Table 4.4
Comparison of government and non government teachers' attitude towards teaching profession**

Management	N	Mean	SD	MD	SE_{MD}	t-value	Sig. level
Government	195	66.34	7.522	1.158	.823	1.408	NS
Non-Govt.	157	67.50	7.796				

NS means Not Significant

An examination of the result vide Table No 4.4 reveals that the 't' value for the significance of difference between government and non government teachers towards teaching profession is 1.408 whereas the required 't' value with $df = 350$, to declare the difference as significant is 1.97 at 0.05 level of confidence. Since the calculated 't' value is lower than the criterion 't' value, therefore, it can be concluded that there is no significant difference between government and non government teachers towards teaching profession. Therefore, the null hypothesis that assumes there is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools is accepted. This means government and non-government high school teachers do not differ significantly in their attitude towards teaching.

4.5.0 Objective No. 5 To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.

Hypothesis No. 4 states that there is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.

Table 4.5 shows the comparison in the attitude of trained and untrained teachers towards teaching profession.

**Table 4.5
Comparison of trained and untrained teachers' towards teaching profession**

Professional qualification	N	Mean	SD	MD	SE_{MD}	t-value	Sig. level
Trained	281	67.41	7.558	2.747	1.019	2.696	**
Untrained	71	64.66	7.701				

** means significant at .01 level

As seen in Table No 4.5, it has been found that the 't' value for the significance of difference between trained and untrained teachers is 2.696. Since the calculated 't' value is greater than the criterion 't' value at 0.01 level, it can be concluded that there is a significant difference between trained and untrained teachers towards teaching profession. Therefore, the null hypothesis which assumes there is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification is rejected since there exists a significant difference at 0.01 level of confidence. A comparison of their mean score shows that trained teachers have a higher mean score than untrained teachers which indicates that trained teachers have a more favourable attitude towards teaching profession than untrained teachers.

4.6.0 Objective No. 6 To find out the opinion of secondary school teachers of Aizawl district with respect to their service condition.

The opinion of secondary school teachers of Aizawl district on their service conditions is also being investigated. For this, the investigator develops an opinionnaire to study the opinion of secondary school teachers. Altogether, there are nine (9) questions to elicit the opinion of all the sampled teachers on their service conditions. Their responses are analysed and interpreted and are presented respectively in the following tables.

4.6.1 Opinion on satisfaction of teacher selection process in the institution

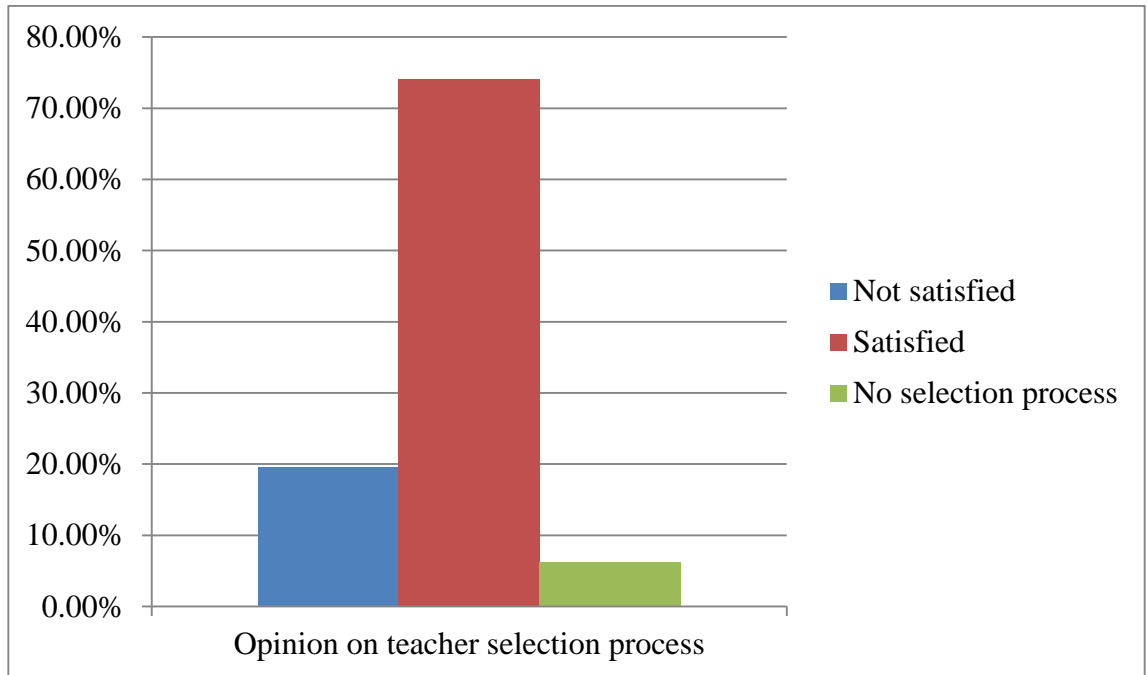
Table 4.6 highlights the opinion of secondary school teachers of Aizawl district on whether they are satisfied with the teacher selection process in the institution.

**Table 4.6
Opinion of secondary school teachers on teacher selection process in the institution.**

No. of teachers	Not Satisfied	Satisfied	No Selection Process
352	69 (19.60%)	261(74.15%)	22(6.25%)

As shown in Table 4.6, it can be seen that out of 352 respondents, 69 (19.60%) teachers were not satisfied with the teacher selection process, 261 (74.15%) teachers were satisfied with the teacher selection process and 22 (6.25%) teachers declared that there was no selection process in the institution. This shows that majority of secondary school teachers in Aizawl district were satisfied with the teacher selection process.

Figure 4. 1



4.6.2 Opinion on difficulty in taking leave in the institution

Table 4.7 highlights the opinion of secondary school teachers of Aizawl district on the difficulty of taking leave in the institution.

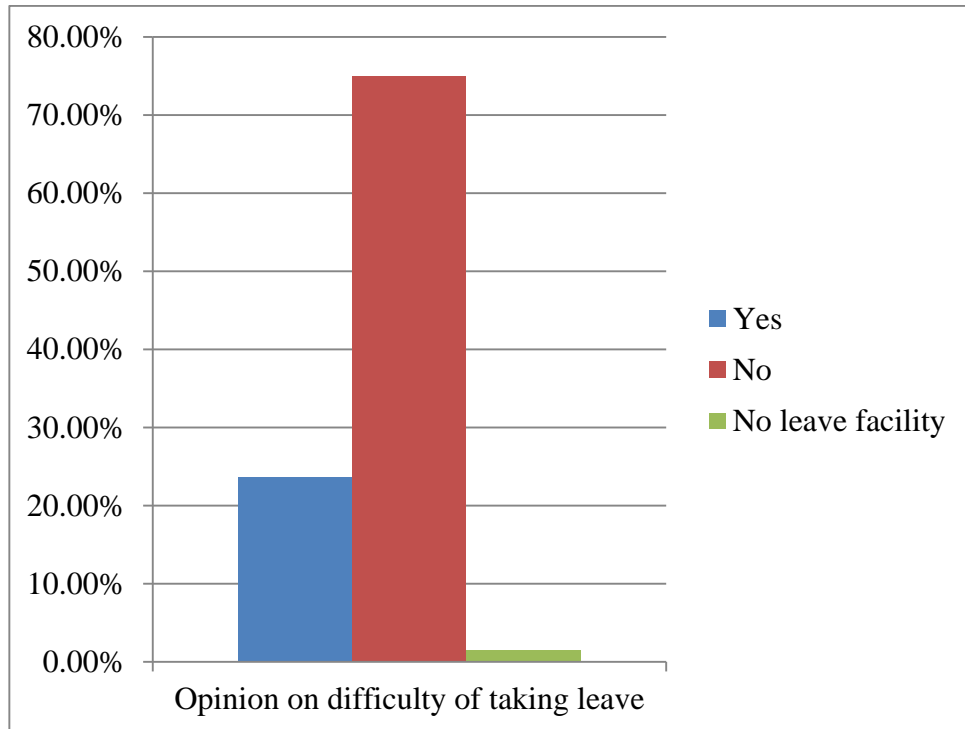
Table 4.7

Opinion of secondary school teachers of Aizawl district on the difficulty of taking leave in the institution.

No. of teachers	Yes	No	No Leave facility
352	83 (23.58%)	264 (75.00%)	5 (1.42%)

Table 4.7 shows that out of 352 respondents, 23.58% teachers viewed that it was difficult to take leave in the institution, 75.00% teachers declared that it is not difficult to take leave and 1.42% teachers said that the institution did not provide any leave facility. This illustrates that majority of secondary school teachers in Aizawl district believed that applying for leave in the institution was not at all difficult.

Figure 4. 2



4.6.3 Opinion on the promotion scheme which the institution provides

Table 4.8 highlights the opinion of secondary school teachers of Aizawl district on whether the promotion scheme which the institution provides is good enough.

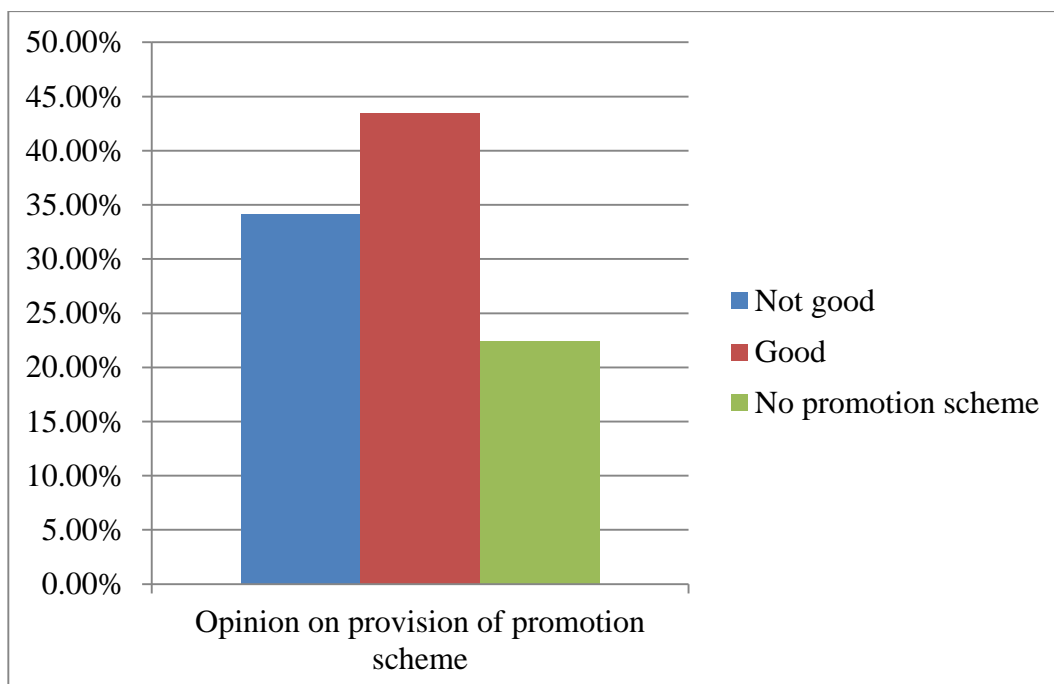
Table 4.8
Opinion of secondary school teachers on the provision of promotion scheme which the institution provides.

No. of teachers	Not good	Good	No Promotion scheme
352	120 (34.09%)	153 (43.47%)	79 (22.44%)

A look at Table 4.8 revealed that out of 352 respondents, 34.09% teachers believed that the promotion scheme which the institution provides was not good enough, 43.47% teachers were of the opinion that the promotion scheme which the institution provides was good enough and 22.44% teachers declared that the institution does not

have any promotion scheme. This shows that opinion differ among the secondary school teachers of Aizawl district with respect to promotion scheme in the institution.

Figure 4. 3



4.6.4 Opinion on the satisfaction of teacher transfer system inherent in the institution.

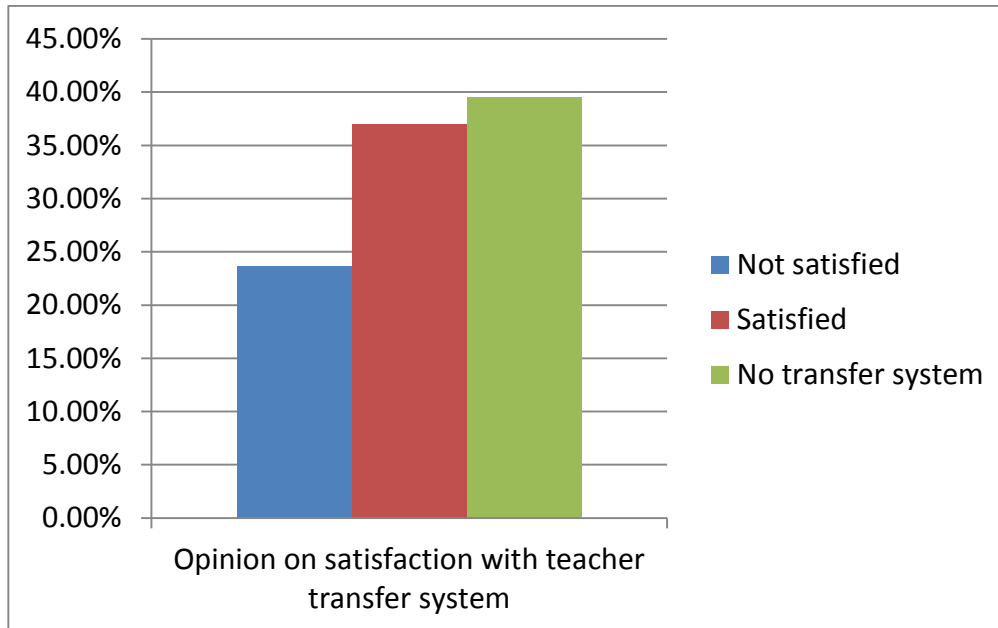
Table 4.9 highlights the opinion of secondary school teachers of Aizawl district on their satisfaction of teacher transfer system inherent in the institution.

Table 4.9

Opinion of secondary school teachers on satisfaction with the teacher transfer system inherent in the institution.

No. of teachers	Not satisfied	Satisfied	No Transfer system
352	83 (23.58%)	130 (36.93%)	139 (39.49%)

Figure 4. 4



From the above Table 4.9 it can be seen that out of 352 respondents, 23.58% teachers were not satisfied with the transfer system inherent in the institution, 36.93% teachers were satisfied with the transfer system and 39.49% teachers retorted that the institution does not have transfer system. It can be concluded that Aizawl district secondary school teachers' opinion differ with respect to teacher transfer system.

4.6.5 Opinion of secondary school teachers on the selection of pension scheme

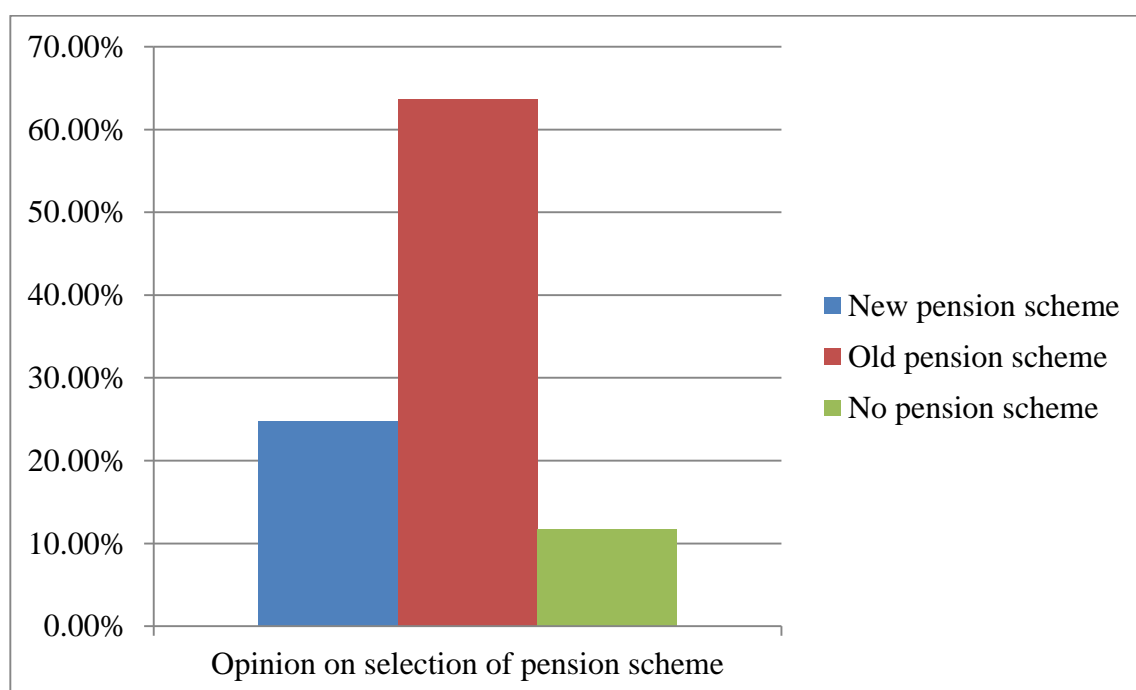
Table 4.10 highlights the opinion of secondary school teachers of Aizawl district on which Pension scheme they would like to select if chance was given to them.

Table 4.10
Opinion of secondary school teachers of Aizawl district on selection of Pension scheme if chances were given to them.

No. of teachers	New Pension scheme	Old Pension scheme	No Pension scheme
352	87 (24.72%)	224 (63.64%)	41 (11.64%)

The above Table 4.10 revealed that out of 352 respondents, 24.72% teachers responded that they would like to select the New Pension scheme, 63.64% teachers replied that they would like to select the Old Pension scheme and 11.64% teachers reacted that the institution does not have any Pension scheme. This shows that majority of secondary school teachers of Aizawl district believed that they would select the old pension scheme.

Figure 4. 5



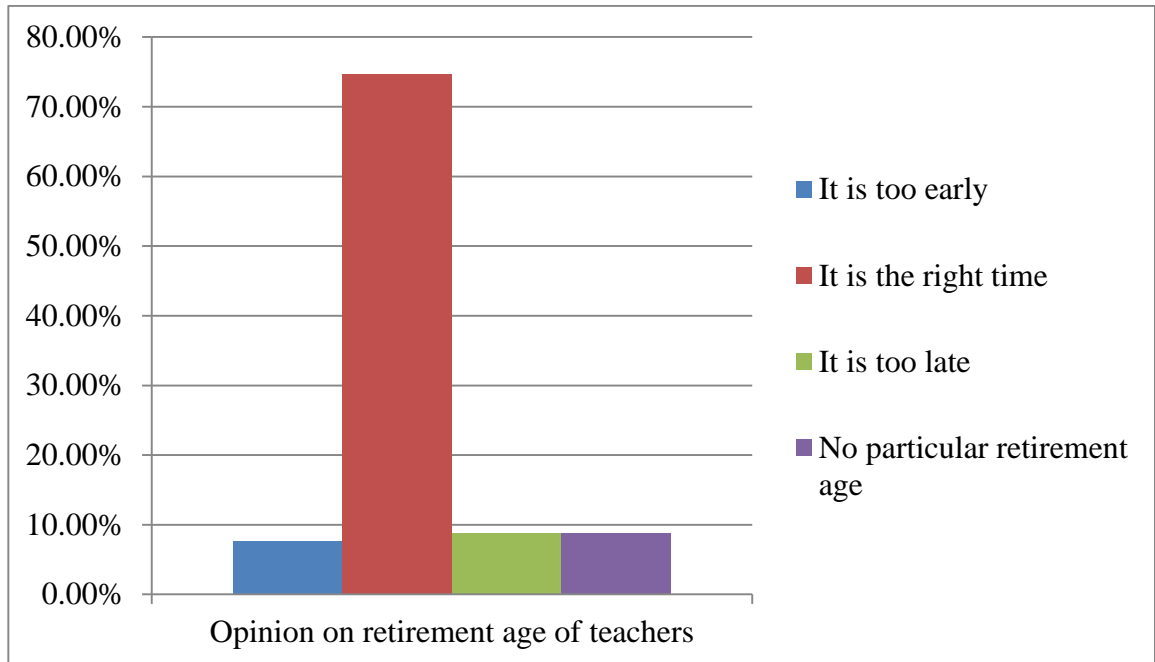
4.6.6 Opinion of secondary school teachers on teachers retirement age.

Table 4.11 highlights the opinion of secondary school teachers of Aizawl district with respect to Retirement age of teachers.

Table 4.11
Opinion of secondary school teachers with respect to Retirement age of teachers.

No. of teachers	It is too early	It is the right time	It is too late	No particular Retirement age
352	27 (7.67%)	263 (74.71%)	31 (8.81%)	31 (8.81%)

Figure 4. 6



The above Table 4.11 showed that out of 352 respondents, 7.67% teachers opined that the retirement age was too early, 74.71% teachers believed it was the right time while 8.81% teachers considered that it was too late, at the same time 8.81% teachers declared that the institution does not provide any particular retirement age. This explains that majority of secondary school teachers felt that their retirement age was just at the right time

4.6.7 Opinion of secondary school teachers on the satisfaction of the duty compulsorily expected of them

Table 4.12 highlights the opinion of secondary school teachers of Aizawl district on whether the duties which was compulsorily expected of them satisfying.

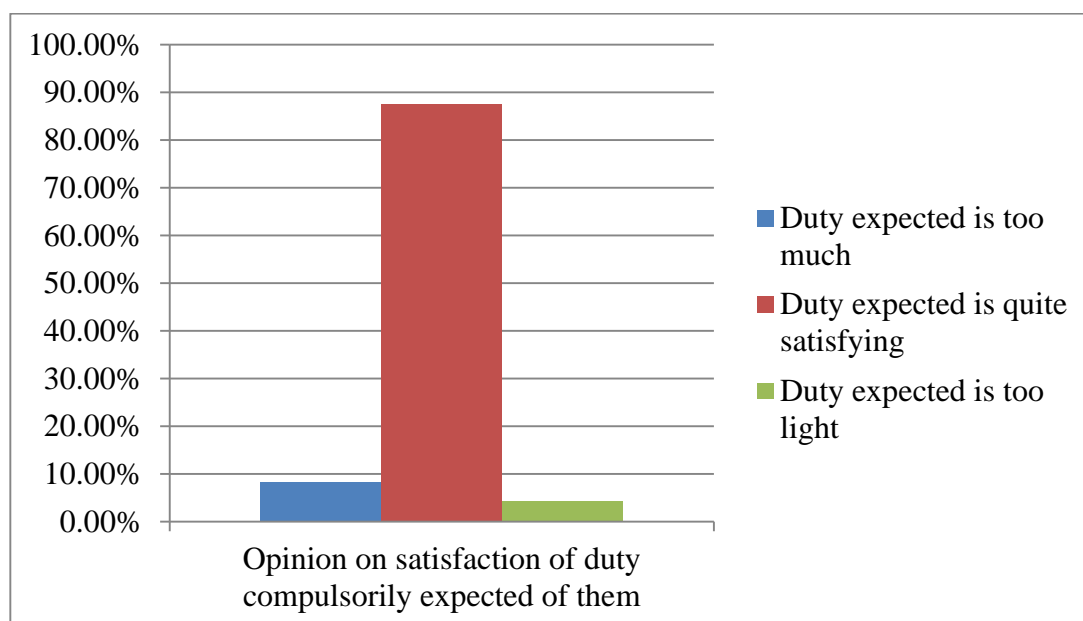
As shown in Table 4.12 it can be seen that out of 352 respondents, 8.24% teachers thought that the duty compulsorily expected of them was too much, 87.50% teachers were of the opinion that the duty compulsorily expected of them were quite

satisfying and 4.26% considered that the duty compulsorily expected of them was too light. This shows that majority of the secondary school teachers of Aizawl district were quite satisfied with the duties which were compulsorily expected and assigned to them.

Table 4.12
Opinion of secondary school teachers on the satisfaction of the duty compulsorily expected of them.

No. of teachers	Duty expected is too much	Duty expected is quite satisfying	Duty expected is too light
352	29 (8.24%)	308 (87.50%)	15 (4.26%)

Figure 4.7



4.6.8 Opinion of secondary school teachers on the satisfaction of grievance redressal system of their institution.

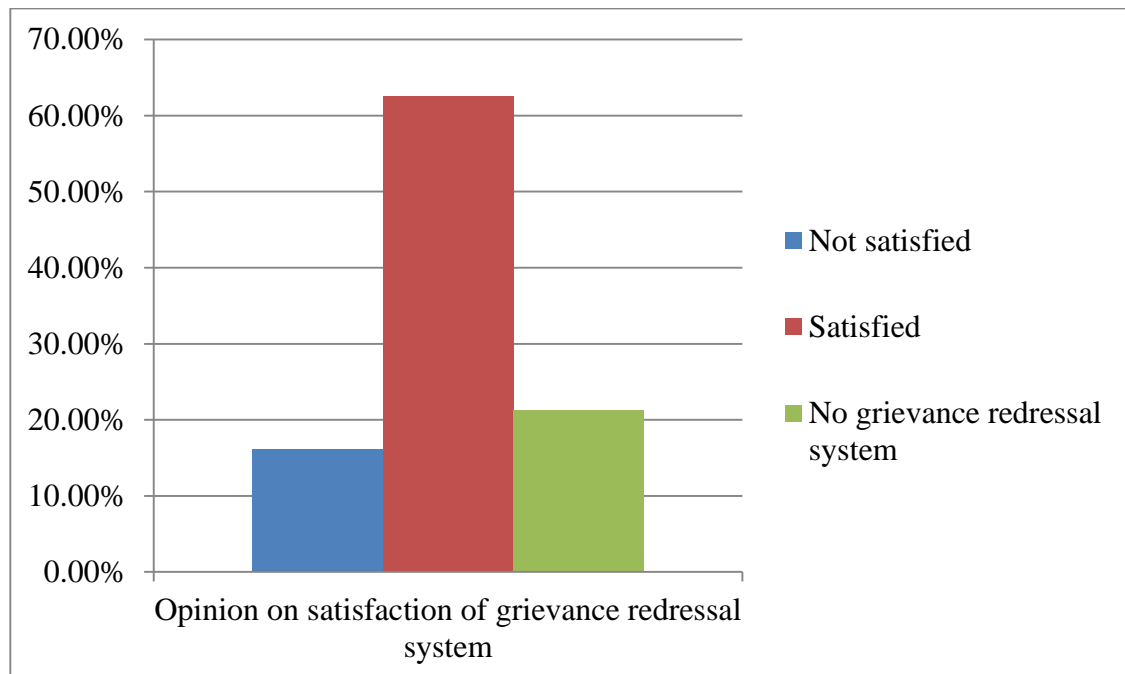
Table 4.13 highlights the opinion of secondary school teachers of Aizawl district on how the satisfaction of Grievance Redressal system of their institution.

Table 4.13

Opinion of secondary school teachers on how the satisfaction of Grievance Redressal system of their institution.

No. of teachers	Not satisfied	Satisfied	No Grievance Redressal system
352	57 (16.19%)	220 (62.50%)	75 (21.31%)

Figure 4. 8



The above Table 4.13 reveals that out of 352 respondents, 16.19% teachers were not satisfied with the Grievance Redressal system of their institution, 62.50% teachers were satisfied with the Grievance Redressal system of their institution while 21.31% teachers said that the institution does not have any Grievance Redressal system. It can be concluded that majority of the secondary school teachers of Aizawl district were satisfied with the grievance redressal system of their institution.

4.6.9 Opinion of secondary school teachers on the service provided by the institution.

Table 4.14 highlights the opinion of secondary school teachers of Aizawl district on the service condition provided by the institution.

Table 4.14
Opinion of secondary school teachers of on the service condition provided by the institution.

No. of teachers	Poor	Good	Excellent
352	44 (12.50%)	286 (81.25%)	22 (6.25%)

Figure 4. 9

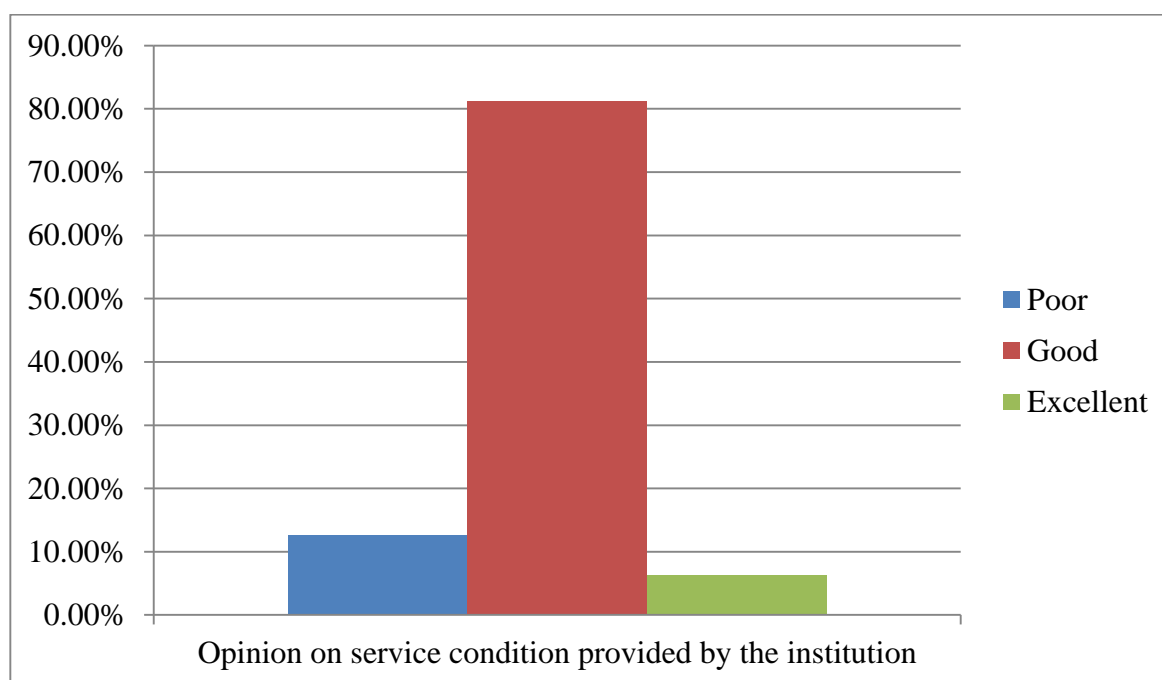


Table 4.14 shows that out of 352 respondents, 12.50% teachers felt that the service condition provided by their institution was poor, 81.25% teachers' believed that the service condition provided by their institution was good while 6.25% teachers considered the service condition provided by their institution was excellent. This shows that majority of the secondary school teachers of Aizawl district sensed that

the service condition provided by their institution was not excellent but was quite good.

4.7.0 Objective No. 7: To suggest measures for developing positive attitude of secondary school teachers towards teaching profession.

The following measures were suggested for developing positive attitude of secondary school teachers towards teaching profession.

1. To develop positive attitude among teachers, the recruiting institution should follow a proper selection process and the candidates having professional qualifications should be given more weightage.
2. The institution may provide adequate leave facilities for in-service training to teachers who do not have any pre-service professional qualification or training so that they too would develop their teaching skills, thus developing positive attitude towards teaching profession.
3. As part of incentives for teachers, the institution should provide better salaries to experienced and trained teachers to encourage the junior and untrained teachers to develop their professional skills and thereby build positive attitude towards teaching.
4. If teachers are provided job security by implementing proper pension scheme, this may bring about a more positive attitude towards teaching profession
5. Performance related pay which is over and above their regular salary may be given to teachers. The goal is to financially reward teachers for the achievement of their students. This way teachers will have greater motivation to teach and will develop positive attitude to teaching.

6. A knowledge-and skill-based compensation may be introduced to reward teachers for achieving higher levels of education degrees, or certificate for developing new skills. For example, getting a master's degree, or passing different exams to obtain new certificates to expand their knowledge and skills. This may further develop positive attitude towards teaching profession.
7. Teachers may also be encouraged to attend conferences of professional development such as workshops and seminars. These programmes can help teachers to increase their knowledge and change their teaching practices thereby cultivating favourable attitude to teaching.
8. Collaboration between teachers may be endorsed to help promote healthier and happier working conditions amongst those in the school. When teachers actively work together to share knowledge, experiences, and instructional practices to meet the needs of their students, this will bring about positive attitude towards teaching among teachers.
9. It would be beneficial and advantageous to have a proper grievance redressal system in the institution so that teachers and staff can have a say in the educational administration of the school. This will develop a responsive and accountable attitude among all the institute stakeholders including teachers in order to maintain a harmonious educational atmosphere in the institute.
10. It would be very much appropriate if the head of the institution make the teachers as part of decision making body with regard to their service condition. Teachers would then feel responsible towards the institution which could further develop their attitude towards teaching in a positive way.

CHAPTER-V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter deals with the major findings, discussions, recommendations and suggestions for further research.

5.1.0 Major Findings: The following were the main findings of the present study

5.1.1 Findings with respect to the attitude of secondary school teachers in Aizawl district towards teaching profession.

Majority of teachers have neutral attitude (59.65%) towards teaching profession. There are more teachers who have unfavourable attitude (22.15%) than teachers who have favourable attitude (18.17%) towards teaching profession.

5.1.2 Findings with respect to the significance of difference in the attitude of secondary school teachers in Aizawl District towards teaching profession

1. *With reference to their Gender*

Female secondary school teachers are more positive in their attitude towards teaching profession than the male secondary school teachers in Aizawl district

2. *With reference to their length of teaching experience*

There is no significant difference in the attitude towards teaching profession between senior and junior secondary school teachers in Aizawl district

3. *With reference to management of schools*

There is no significant difference in the attitude towards teaching profession between government and non government secondary school teachers in Aizawl District.

4. *With reference to their professional qualification*

Trained secondary school teachers have significantly higher attitude towards teaching profession compared to the untrained secondary school teachers in Aizawl district.

5.1.3 Findings with respect to the opinion of secondary school teachers of Aizawl district pertaining to the different aspect of their service condition:

1. Majority (74.15%) of secondary school teachers in Aizawl district were satisfied with the teacher selection process while 19.60% of teachers said that teachers were not satisfied with the teacher selection process. A mere 6.25% of teachers declared that there was no teacher selection process in their institution.
2. Majority (75%) of secondary school teachers in Aizawl district believed that applying for leave in the institution was not at all difficult but 23.58% teachers considered it to be difficult. Meanwhile, 1.42% of teachers presumed there was no leave facility.
3. Opinion differs among the secondary school teachers of Aizawl district with respect to promotion scheme in the institution. Certain number of teachers (43.47%) believed that the promotion scheme which the institution provides was good enough, while 34.09% of teachers were of the opinion that the promotion scheme which the institution provides was not good. 22.44% of teachers state there was no promotion scheme in their institution.
4. Opinion also differs among the secondary school teachers of Aizawl with respect to teacher transfer system. 36.93% of secondary school teachers were satisfied with the transfer system, while 23.58% of the teachers were not

satisfied. 39.49% of teachers said there was no transfer system in their institution.

5. Majority (63.64%) of secondary school teachers would like to select the Old Pension scheme. 24.72% of teachers think the new pension scheme was better, but 11.64% teachers held that there was no pension scheme in their institution.
6. With respect to retirement age, majority (74.71%) of secondary school teachers believed that the retirement age fixed by the government was just at the right time. 8.81% of teachers believed the retirement age was too late, while 7.67% assumed that it was too early. At the same time, 8.81% says that there was no particular retirement age in their institution.
7. Majority (87.50%) of the secondary school teachers of Aizawl district felt quite satisfied with the duties which were compulsorily assigned and expected of them. 8.24% teachers felt that duty expected of them was too much while 4.26% teachers considered that duty expected of them was too light.
8. Majority (62.50%) of the secondary school teachers of Aizawl district were satisfied with the grievance redressal system of their institution while 16.19% teachers were not satisfied. 21.31% teachers believed that there was no grievance redressal system in their institution.
9. Majority (81.25%) of the secondary school teachers of Aizawl district felt that the service condition provided by their institution was quite good, at the same time, 12.50% teachers judged that it was poor. Meanwhile, a mere

6.25% of teachers are of the opinion that the service condition of their institution was excellent.

5.2.0 Discussions on some of the present findings

(1) The study reveals that majority of teacher respondents' possessed neutral attitude towards teaching profession. Mustafa (2014), Renthlei and Malsawmi (2015), Senel and Nazli (2016) also found that teachers have neutral attitude towards teaching profession. A neutral attitude often takes place because someone has not made up his mind, or he is oblivious to a point of view, or he had not come across a situation where he have to use his attitude with regard to a viewpoint. Therefore the bulk of the teacher respondents having neutral attitude toward teaching profession is not without any ground. Teacher respondents might not have come to a decision when the attitude scale was given to them. In any case the present study also found that more teacher respondents have unfavourable attitude than favourable attitude toward teaching profession. In conforming with the present findings, Agnes (2013), Sarah (2015) and Marry (2016) also found that teachers have unfavourable attitude towards teaching profession. This may be a serious problem as people expects teachers to have favourable attitude towards their profession. The reason why more teachers have unfavourable attitude towards teaching profession could be because majority of them joined the teaching profession as it was easily available to them or it could also be because they choose this occupation because of the good salary rather than their interest in teaching profession. It may be noted that contrary to the present findings, Pinky (2017) and Taba (2018) found that teachers have a positive attitude towards teaching profession.

(2) *The present study found that female teachers have a more positive attitude towards teaching profession compared to the male teachers.* K. Sunita (2012), Swati and Anita (2013), Mehmet and Halil (2014), Anupam and Pathy (2014), Aparna (2015), Najmah (2017), Kamlesh and Manju (2017), Ozdemir and Gungor (2017), Sayedil and Asikul (2018) also found similar results. But researchers like Muhammad Parvez and Muhammad Shakir (2014), Brindhamani and Manichander (2014), Vijayavardhinin and Sivakumar (2014), Anirudha and Bhim Chandra (2014), Nabanita and Dulumoni (2015), Shehzad (2015), Aysegul and Hasan (2015), Vinodh (2016) and Rekha Rani (2016) pointed out that there is no significant difference in their attitude towards teaching profession with respect to their gender. It is not possible to form an opinion on the excellence of teaching on the basis of gender because whether a person is a male or a female teacher, he/she can be an equally good teacher. The probable reason why the present study found female teachers to have more favourable attitude towards teaching profession than the male teachers could be because most female teachers do not run extra business, consequently they focus their attention totally in teaching, while male teachers have so many other side business to which they focus their attention as a result of which their attention stays diverted from teaching.

(3) *The findings indicate that trained teachers have significantly more positive attitude towards teaching profession than untrained teachers.* Satish Chandra (2013), Vandana and Dapbhskupar (2014) also found similar result that trained teachers have significantly more positive attitude towards teaching profession compared to untrained teachers. This is not surprising because professional

development is linked to a positive attitude. One of the basic concerns of teachers training is to bring about desirable change in the attitude of the teachers towards their students as well as to their teaching profession. As teachers undergo training, their attitude is not only being shaped and modified but certain teaching skills which are necessary for teaching profession are developed. Several studies also reported that teacher's training shows positive change in the attitude of teachers and this proves fruitful for the professional development of the teachers. On the other hand teachers who do not undergo teachers training cannot show performance up to the mark. Therefore, this could be the reason why the present study found that trained secondary school teachers have a more favourable attitude towards teaching profession compared to the untrained secondary school teachers of Aizawl district.

(4) With respect to the opinion of secondary school teachers pertaining to the different aspect of their service condition, it was found that

Majority of secondary school teachers were satisfied with the teacher selection process. This is not surprising because if the teachers themselves were not satisfied, it would mean that they themselves were not satisfied with their own selection. This could be the main reason for their satisfaction of teacher selection process.

Majority of school teachers also found that applying for leave in the institution was not at all difficult. Further analysis shows that amongst those who felt applying for leave as not difficult, more number of teachers was from Government managed secondary schools. In Government schools the teachers were entitled to have different kinds of leave, therefore it is not difficult for them to take leave.

Perhaps this may be the plausible reason why teachers in the present study felt applying for leave not difficult. Generally, teachers from private schools usually would find applying for leave more difficult.

Majority also said that the retirement age fixed by the government was just at the right time. Retirement age for Government servants is 60 years. After having worked in a school for almost all their lives, many teachers might have looked forward for their retirement. At the same time, those teachers who responded to this questionnaire may have certain amount of years left for their retirement, and many of them might have aspired to become headmasters or principals of their schools. If retirement age is more than 60 years, many of the teachers might feel they have to wait too long for their promotion to be the head of the school, so they might have felt that the retirement age fixed by the government is just at the right time. This could be the likely reason for their response to retirement age.

Finding also shows that majority of teachers would like to select the Old Pension scheme. The main possible reasons for majority of teachers selecting the old pension scheme could be because the old pension scheme seems to be better than the new pension scheme. Although in the new pension scheme the pensioner receive huge amount of pension when they retire, the government is not responsible to continue providing them income for the rest of their lives. This could perhaps be the reason for them opting for the old pension scheme

It was also found that majority of teachers felt quite satisfied with the duties which were compulsorily assigned to them. Usually the main duty of a teacher is to teach the students so that learning takes place. There are other duties such as examination duties which may include setting questions, invigilation, paper

corrections etc. Some teachers may be in charge of timetable setting, school sports, school laboratories, school libraries, school guidance and counseling and a host of other duties which could be assigned to them by the head of the institution. It means majority of the teachers were quite satisfied with these duties which shows the secondary school teachers in Aizawl District were quite dedicated and responsible.

Findings also shows that majority of the secondary school teachers were satisfied with the grievance redressal system of their institution. The main objective of grievance redressal system is to create a responsive and accountable attitude in order to preserve a harmonious educational atmosphere in the institute. It looks into problems of academic and non-academic dissatisfaction faced by the institute stakeholders. Sometimes, teacher's job is not often given its due in terms of security, pay scales, working condition, leave facilities, retirement benefits etc. When teachers feel that they are not given their rightful dues as promised by the employer, they need to address these grievances to the competent authority to settle the dispute in a justified way. So secondary teachers in the present study perhaps do not face any difficulties or it could be that the grievance redressal system is efficient enough to settle any dispute faced by the teachers.

It was also found that majority of the secondary school teachers of Aizawl district felt that the service condition provided by their institution was quite good. Possibly, the reason why majority of teachers were satisfied with the service condition provided by their institution could be because they were satisfied with their selection process, leave rules, retirement age, duties assigned to them and grievance redressal system.

5.3.0 Recommendations on the findings of the present study

The following recommendations have been made on the basis of the present findings.

1. Government should organize such programmes equipping with the latest technologies for building capacity for serving teachers to improve their skills and abilities for their better performance.
2. Government should increase the salaries of teachers and take matters concerning teacher's problems and difficulty as high priority.
3. Admission into teacher training institution should be on the basis of merits and those candidates should be given priority who prefer teaching to other profession.
4. Trained candidates should be given preference at the time of teacher recruitment.
5. There should be decent provision for proper transfer and promotion system.

5.4.0 Suggestions for further research

1. Attitude of secondary school teachers in Mizoram towards teaching profession and their relationship with student's achievement.
2. A study of attitude towards teaching profession, teaching aptitude and emotional intelligence among higher secondary teachers in Mizoram.
3. Relationship between attitude towards teaching profession and job satisfaction among University teachers in Mizoram.
4. A Comparative study on attitude towards teaching profession among college teachers of the North East.

5. Attitude towards teaching profession among elementary and secondary teacher trainees in Mizoram.

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SUMMARY

Introduction

An attitude is a particular feeling about something. It therefore, involves a tendency to behave in a certain way. Travers has defined “An attitude is a readiness to respond in such a way that behavior is given a certain direction”. Attitude is perceived as a state of readiness shaped through the experience and influence the response of individual towards the stimuli. As such the positive attitude helps teacher to develop a friendly environment in the classroom and also bring fruitful effect on learning of the students. If the teachers have a positive attitude towards their profession, they may easily develop their future students’ intrinsic motivation for learning, will be able to establish a more efficient communication with them and will be more involved in the diversification and personalization of learning situations. In the teaching profession, attitude is an important variable because it can seriously influence the effective manifestation of knowledge and skills appropriate to teaching profession.

A teacher is a person who has always been educating the young to lead a good socio-economic life, create cultures and civilizations and has always been respected in the society by all. The teacher has always been doing noble work in the society by upbringing and educating the youth in all aspects of life.

Teachers play a vital role in the improvement of the quality of education. A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Therefore, teachers’ attitude towards their profession has a great impact to the life of the students.

Rationale of the Study

The “attitude” of the person towards the job and the way he perceives it also affects his level of job satisfaction at large. A teacher therefore, has not only to be competent in his subject, methods of teaching and in understanding his students but also should have interest in the profession and have a favourable attitude towards teaching profession. The term “attitude” refers to thinking and feeling of the ways in which people intend to act. Since, it is important for the teacher to know how he thinks or feels about his profession, it becomes pertinent to study the teaching attitude because it not only affects his own behavior but also the behavior of all the students in the class who come in contact with him.

In this study attempts have been made to analyze the attitude of secondary school teachers towards teaching based on their gender, experience, management, professional qualification and locality of the school with the help of an Attitude Scale. Teachers often enter into their job by chance. Some enter into teaching job because it is available, or because it is the only job they could get. Of course, some enter into teaching because they wanted to become a teacher. It would be interesting to find out the attitude of teachers towards teaching and to compare their attitude with reference to their gender, teaching experience, location of school, professional qualification as well as with reference to the type of school management. Although studies pertaining to the attitude of teachers have been carried out for the whole of Mizoram state before, no studies have been carried out to find out the attitude of teachers towards teaching in Aizawl district and to compare them with reference to different selected variables, therefore this has given rise to the following research questions.

1. Do secondary school teachers of Aizawl district have positive attitude towards teaching?
2. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender?
3. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience?
4. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools?
5. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification?
6. What are the opinions of secondary school teachers with respect to their service conditions?

Keeping these in mind, a study of the attitude of secondary school teachers of Aizawl district towards teaching profession seems to be a significant topic of study.

Statement of the problem

Since teachers play an important role in giving education to the students, their attitude towards their profession becomes very significant. If teachers have a positive attitude towards their job, their teaching will be more effective, not only this, teachers themselves will enjoy teaching and they themselves will be more satisfied. But if teachers do not have a positive attitude towards teaching, this will be reflected

in their teaching and they cannot be effective teachers. The present study is thus formulated as "*Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession*"

Operational Definitions of the Terms used in the Title:

Attitude: For the present study, attitude refers to how an individual think or feel about something, and how this makes him behave.

Teaching: For the present study, teaching refers to the job of a teacher, who carries out his teaching duties.

Profession: For the present study, profession means a paid occupation that involves training and a formal qualification.

Attitude towards teaching profession: In the present study, the attitude towards teaching profession is being represented by the score obtained through the Attitude Scale towards teaching profession developed by Malsawmi, H & Renthlei, Mary L (2015)

Secondary School Teachers: In this study, the Secondary School Teachers refers to the teachers of classes IX and X in the secondary schools of Aizawl District.

Objectives of the Study

The following are the objectives of the present study:

1. To reveal the attitude of secondary school teachers of Aizawl district towards teaching profession.
2. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.

3. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.
4. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.
5. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.
6. To find out the opinion of secondary school teachers of Aizawl district with respect to their service condition.
7. To suggest measures for developing positive attitude of secondary school teachers towards teaching profession.

Hypotheses:

For objectives no 2, 3, 4 and 5 the following hypotheses have been formulated:

1. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.
2. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.
3. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.

4. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.

Review of Related Literature:

In this chapter 34 related studies that had been conducted in India and 45 related studies conducted abroad are reviewed. The period of these studies ranges from 2009-2018.

Method of the study

The present study belongs to the category of “descriptive research” with composite characteristics of inter group comparison.

Population of the Study

The population of the study consists of all teachers in secondary schools of Aizawl district.

Sample of the study

The sample for the present study comprised of 352 secondary school teachers from 45 different schools of both rural and urban areas of Aizawl district. Selection of the teachers for the study has been done with the help of cluster random sampling design. The detailed distribution of the sample is presented in the following table no

1

Table 1
Detailed sample distribution

School location	Gender of the teacher	Type of Management		Total
		Government	Non-government	
Rural	Male	53	45	98
	Female	60	48	108
	Total	113	93	206
Urban	Male	43	35	78
	Female	39	29	68
	Total	82	64	146
Total	Male	96	80	176
	Female	99	77	176
	Total	195	157	352

As can be seen in table 1, there are 98 male and 108 female teachers from rural schools, 78 male and 68 female teachers from urban schools. This means there were altogether 206 rural teachers and 146 urban teachers. At the same time, there are 96 male and 99 female teachers from government managed schools, and 80 male and 77 female teachers from non-government schools. This means altogether there were 195 teachers from government schools and 157 from non-government schools. The above table also shows that there were 176 male and 176 female teachers. This means that altogether 352 teachers were selected for the present sample.

Tools used

To study the attitude of secondary school teachers towards teaching, the following tools are being used by the investigator.

1. Attitude Scale towards teaching profession developed by Malsawmi, H & Renthlei, Mary L (2015)
2. The investigator constructed an opinionnaire to find out the opinion of secondary school teachers with respect to their service condition.

Mode of data collection

The data for the present study was collected by personally visiting the selected schools by the investigator. The tools indicated above were personally given to the teachers in the selected schools within Aizawl district. The tools were then collected back soon after each teacher completed their responses. This way all selected schools were visited by the investigator and data was collected accordingly.

Major findings:

The following are the major findings of the present study.

1. Out of the total number of teacher respondents, 2.27% have very high attitude towards teaching profession. 15.91% have high attitude towards teaching profession, 59.66% have moderate attitude, 16.19% have low attitude towards teaching profession and 5.97% have very low attitude towards teaching profession.
2. Female teachers are more positive in their attitude towards teaching profession than the male teachers.
3. Senior and junior high school teachers of Aizawl district do not differ significantly in their attitude towards teaching.
4. Government and non-government high school teachers do not differ significantly in their attitude towards teaching.
5. Trained teachers have a more favourable attitude towards teaching profession than untrained teachers.
6. Majority of secondary school teachers in Aizawl district were satisfied with the teacher selection process.

7. Majority of secondary school teachers in Aizawl district believed that applying for leave in the institution was not at all difficult.
8. Opinion differs among the secondary school teachers of Aizawl district with respect to promotion scheme in the institution.
9. Opinion also differs among the secondary school teachers of Aizawl with respect to teacher transfer system.
10. Majority of secondary school teachers would like to select the Old Pension scheme.
11. With respect to retirement age, majority of secondary school teachers believed that the retirement age fixed by the government was just at the right time.
12. Majority of the secondary school teachers of Aizawl district felt quite satisfied with the duties which were compulsorily assigned and expected of them.
13. Majority of the secondary school teachers of Aizawl district were satisfied with the grievance redressal system of their institution.
14. Majority of the secondary school teachers of Aizawl district felt that the service condition provided by their institution was quite good.

Suggested measures for developing positive attitude of secondary school teachers towards teaching profession.

1. To develop positive attitude among teachers, the recruiting institution should follow a proper selection process and the candidates having professional qualifications should be given more weightage.

2. The institution may provide adequate leave facilities for in-service training to teachers who do not have any pre-service professional qualification or training so that they too would develop their teaching skills, thus developing positive attitude towards teaching profession.
3. As part of incentives for teachers, the institution should provide better salaries to experienced and trained teachers to encourage the junior and untrained teachers to develop their professional skills and thereby build positive attitude towards teaching.
4. If teachers are provided job security by implementing proper pension scheme, this may bring about a more positive attitude towards teaching profession
5. Performance related pay which is over and above their regular salary may be given to teachers. The goal is to financially reward teachers for the achievement of their students. This way teachers will have greater motivation to teach and will develop positive attitude to teaching.
6. A knowledge-and skill-based compensation may be introduced to reward teachers for achieving higher levels of education degrees, or certificate for developing new skills. For example, getting a master's degree, or passing different exams to obtain new certificates to expand their knowledge and skills. This may further develop positive attitude towards teaching profession.
7. Teachers may also be encouraged to attend conferences of professional development such as workshops and seminars. These programmes can help teachers to increase their knowledge and change their teaching practices thereby cultivating favourable attitude to teaching.

8. Collaboration between teachers may be endorsed to help promote healthier and happier working conditions amongst those in the school. When teachers actively work together to share knowledge, experiences, and instructional practices to meet the needs of their students, this will bring about positive attitude towards teaching among teachers.
9. It would be beneficial and advantageous to have a proper grievance redressal system in the institution so that teachers and staff can have a say in the educational administration of the school. This will develop a responsive and accountable attitude among all the institute stakeholders including teachers in order to maintain a harmonious educational atmosphere in the institute.
10. It would be very much appropriate if the head of the institution make the teachers as part of decision making body with regard to their service condition. Teachers would then feel responsible towards the institution which could further develop their attitude towards teaching in a positive way.

Suggestions for further research

1. Attitude of secondary school teachers in Mizoram towards teaching profession and their relationship with student's achievement.
2. A study of attitude towards teaching profession, teaching aptitude and emotional intelligence among higher secondary teachers in Mizoram.
3. Relationship between attitude towards teaching profession and job satisfaction among University teachers in Mizoram.
4. A Comparative study on attitude towards teaching profession among college teachers of the North East.

5. Attitude towards teaching profession among elementary and secondary teacher trainees in Mizoram.

Appendix I

Personal Information

Name: _____

Gender:

Male _____ Female _____

Educational Qualification:

Graduate _____

Post Graduate _____

Professional Qualification:

(D.El.Ed/B.Ed/M.Ed) _____ No Professional Qualification _____

Teaching Experience: (Please tick the most appropriate)

Below 5 years _____

Above 5 years _____

Name of the Institution: _____

Management of School:

Government _____

Non Government _____

Location of School:

Rural _____

Urban _____

Appendix II

Attitude Scale Towards Teaching Profession

Instructions: Below is a list of statements aimed to study the attitude of teachers towards teaching profession. Please put a tick mark (✓) on any one of the five boxes given on the right side of each statement. If you **strongly agree**, put a tick mark below **SA**, if you **agree**, put a tick mark below **A**, if you are **undecided or uncertain**, put a tick mark under **U**, if you **disagree**, put a tick mark under **D** and if you **strongly disagree**, put a tick mark under **SD**. *Please respond to every item.*

There is no time limit but you have to respond as quickly as possible. Your frank and sincere answers will be very much appreciated.

Statements	SA	A	U	D	SD
1. Teachers' platform is one of teaching and explaining the subject matters only.					
2. Teachers' duty is to equip themselves with the latest technology of teaching.					
3. Teachers cannot control the class without inflicting corporal punishment to disobedient students.					
4. Teachers have to adapt to changes in the society.					
5. Teachers' responsibility towards the students ends in the school.					
6. Teachers cannot make both ends meet without private tuition.					
7. Teachers should be proud of their profession irrespective of other people's feelings towards it.					
8. Teachers worry more about their domestic works than the teaching profession in our society.					
9. Teachers consider teaching a noble profession.					
10. Teachers enter into teaching profession because it is easily available.					

11. Teachers are more interested in their salary than in their pupils.					
12. To develop the motivation to learn in students is an important role of the teacher.					
13. Teachers feel shy to give their identity in social gatherings.					
14. Teaching is a challenging profession.					
15. Teachers do not bother about the achievement levels of the students.					
16. Nowadays, students do not look at their teachers as role models.					
17. Training is essential for effective teaching.					
18. Teaching profession offers free time for teachers.					
19. Teaching is a respectable profession.					
20. Teaching profession develops personality of a teacher.					
21. Teaching profession expects teachers to act ideally.					
22. Teachers find teaching profession interesting only in the beginning.					

Appendix III

Teachers' Opionaire on their Service Conditions

(Select the most appropriate option given below)

1. Are you satisfied with the teacher selection process in your institution?
 - (a) Not satisfied ()
 - (b) Satisfied ()
 - (c) No Selection Process ()
2. Is it difficult to take leave in your institution?
 - (a) Yes ()
 - (b) No ()
 - (c) No Leave facility ()
3. Do you think the Promotion scheme which your institution provides is good enough?
 - (a) Not good ()
 - (b) Good ()
 - (c) No Promotion Scheme ()
4. Are you satisfied with the transfer system in your institution?
 - (a) Not satisfied ()
 - (b) Satisfied ()
 - (c) No Transfer System ()
5. If you were given a chance to select, which Pension Scheme would you select?
 - (a) New Pension Scheme ()
 - (b) Old Pension Scheme ()
 - (c) No Pension Scheme ()
6. What is your opinion with respect to Retirement age in your institution?
 - (a) It is too early ()

- (b) It is the right time ()
- (c) It is too late ()
- (d) No particular Retirement Age ()

7. Do you think the duty which is compulsorily expected from your service satisfying?

- (a) Duty expected is too much ()
- (b) Duty expected is quite satisfying ()
- (c) Duty expected is too light ()

8. How do you perceive the Grievance Redressal system in your institution?

- (a) Not satisfied ()
- (b) Satisfied ()
- (c) No Grievance Redressal System ()

9. Rate the service condition provided by your institution?

- (a) Poor ()
- (b) Good ()
- (c) Excellent ()

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TITLE OF DISSERTATION	: Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession.
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(Prof. B.B. MISHRA)

HEAD

DEPARTMENT OF EDUCATION

ABSTRACT
ON
ATTITUDE OF SECONDARY SCHOOL TEACHERS OF
AIZAWL DISTRICT TOWARDS TEACHING PROFESSION

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Introduction

An attitude is a particular feeling about something. It therefore, involves a tendency to behave in a certain way. Travers has defined “An attitude is a readiness to respond in such a way that behavior is given a certain direction”. Attitude is perceived as a state of readiness shaped through the experience and influence the response of individual towards the stimuli. As such the positive attitude helps teacher to develop a friendly environment in the classroom and also bring fruitful effect on learning of the students. If the teachers have a positive attitude towards their profession, they may easily develop their future students’ intrinsic motivation for learning, will be able to establish a more efficient communication with them and will be more involved in the diversification and personalization of learning situations. In the teaching profession, attitude is an important variable because it can seriously influence the effective manifestation of knowledge and skills appropriate to teaching profession.

A teacher is a person who has always been educating the young to lead a good socio-economic life, create cultures and civilizations and has always been respected in the society by all. The teacher has always been doing noble work in the society by upbringing and educating the youth in all aspects of life.

Teachers play a vital role in the improvement of the quality of education. A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Therefore, teachers’ attitude towards their profession has a great impact to the life of the students.

Rationale of the Study

The “attitude” of the person towards the job and the way he perceives it also affects his level of job satisfaction at large. A teacher therefore, has not only to be competent in his subject, methods of teaching and in understanding his students but also should have interest in the profession and have a favourable attitude towards teaching profession. The term “attitude” refers to thinking and feeling of the ways in which people intend to act. Since, it is important for the teacher to know how he thinks or feels about his profession, it becomes pertinent to study the teaching attitude because it not only affects his own behavior but also the behavior of all the students in the class who come in contact with him.

In this study attempts have been made to analyze the attitude of secondary school teachers towards teaching based on their gender, experience, management, professional qualification and locality of the school with the help of an Attitude Scale. Teachers often enter into their job by chance. Some enter into teaching job because it is available, or because it is the only job they could get. Of course, some enter into teaching because they wanted to become a teacher. It would be interesting to find out the attitude of teachers towards teaching and to compare their attitude with reference to their gender, teaching experience, location of school, professional qualification as well as with reference to the type of school management. Although studies pertaining to the attitude of teachers have been carried out for the whole of Mizoram state before, no studies have been carried out to find out the attitude of teachers towards teaching in Aizawl district and to compare them with reference to different selected variables, therefore this has given rise to the following research questions.

1. Do secondary school teachers of Aizawl district have positive attitude towards teaching?
2. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender?
3. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience?
4. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools?
5. Is there any significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification?
6. What are the opinions of secondary school teachers with respect to their service conditions?

Keeping these in mind, a study of the attitude of secondary school teachers of Aizawl district towards teaching profession seems to be a significant topic of study.

Statement of the problem

Since teachers play an important role in giving education to the students, their attitude towards their profession becomes very significant. If teachers have a positive attitude towards their job, their teaching will be more effective, not only this, teachers themselves will enjoy teaching and they themselves will be more satisfied. But if teachers do not have a positive attitude towards teaching, this will be reflected

in their teaching and they cannot be effective teachers. The present study is thus formulated as "*Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession*"

Operational Definitions of the Terms used in the Title:

Attitude: For the present study, attitude refers to how an individual think or feel about something, and how this makes him behave.

Teaching: For the present study, teaching refers to the job of a teacher, who carries out his teaching duties.

Profession: For the present study, profession means a paid occupation that involves training and a formal qualification.

Attitude towards teaching profession: In the present study, the attitude towards teaching profession is being represented by the score obtained through the Attitude Scale towards teaching profession developed by Malsawmi, H &Renthlei, Mary L (2015)

Secondary School Teachers: In this study, the Secondary School Teachers refers to the teachers of classes IX and X in the secondary schools of Aizawl District.

Objectives of the Study

The following are the objectives of the present study:

1. To reveal the attitude of secondary school teachers of Aizawl district towards teaching profession.
2. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.

3. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.
4. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.
5. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.
6. To find out the opinion of secondary school teachers of Aizawl district with respect to their service condition.
7. To suggest measures for developing positive attitude of secondary school teachers towards teaching profession.

Hypotheses:

For objectives no 2, 3, 4 and 5 the following hypotheses have been formulated:

- 1 There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.
- 2 There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.
- 3 There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.
- 4 There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.

Review of Related Literature:

In this chapter 34 related studies that had been conducted in India and 45 related studies conducted abroad are reviewed. The period of these studies ranges from 2009-2018.

Method of the study

The present study belongs to the category of “descriptive research” with composite characteristics of inter group comparison.

Population of the Study

The population of the study consists of all teachers in secondary schools of Aizawl district.

Sample of the study

The sample for the present study comprised of 352 secondary school teachers from 45 different schools of both rural and urban areas of Aizawl district. Selection of the teachers for the study has been done with the help of cluster random sampling design. The detailed distribution of the sample is presented in the following table no 1.

As can be seen in table 1, there are 98 male and 108 female teachers from rural schools, 78 male and 68 female teachers from urban schools. This means there were altogether 206 rural teachers and 146 urban teachers. At the same time, there are 96 male and 99 female teachers from government managed schools, and 80 male and 77 female teachers from non-government schools. This means altogether there were 195 teachers from government schools and 157 from non-government schools.

The above table also shows that there were 176 male and 176 female teachers. This means that altogether 352 teachers were selected for the present sample.

Table 1
Detailed sample distribution

School location	Gender of the teacher	Type of Management		Total
		Government	Non-government	
Rural	Male	53	45	98
	Female	60	48	108
	Total	113	93	206
Urban	Male	43	35	78
	Female	39	29	68
	Total	82	64	146
Total	Male	96	80	176
	Female	99	77	176
	Total	195	157	352

Tools used

To study the attitude of secondary school teachers towards teaching, the following tools are being used by the investigator.

- (1) Attitude Scale towards teaching profession developed by Malsawmi, H & Renthlei, Mary L (2015).
- (2) The investigator constructed an opinionnaire to find out the opinion of secondary school teachers with respect to their service condition.

Mode of data collection

The data for the present study was collected by personally visiting the selected schools by the investigator. The tools indicated above were personally given to the teachers in the selected schools within Aizawl district. The tools were then

collected back soon after each teacher completed their responses. This way all selected schools were visited by the investigator and data was collected accordingly.

Major findings:

The following are the major findings of the present study.

1. Out of the total number of teacher respondents, 2.27% have very high attitude towards teaching profession. 15.91% have high attitude towards teaching profession, 59.66% have moderate attitude, 16.19% have low attitude towards teaching profession and 5.97% have very low attitude towards teaching profession.
2. Female teachers are more positive in their attitude towards teaching profession than the male teachers.
3. Senior and junior high school teachers of Aizawl district do not differ significantly in their attitude towards teaching.
4. Government and non-government high school teachers do not differ significantly in their attitude towards teaching.
5. Trained teachers have a more favourable attitude towards teaching profession than untrained teachers.
6. Majority of secondary school teachers in Aizawl district were satisfied with the teacher selection process.
7. Majority of secondary school teachers in Aizawl district believed that applying for leave in the institution was not at all difficult.
8. Opinion differs among the secondary school teachers of Aizawl district with respect to promotion scheme in the institution.

9. Opinion also differs among the secondary school teachers of Aizawl with respect to teacher transfer system.
10. Majority of secondary school teachers would like to select the Old Pension scheme.
11. With respect to retirement age, majority of secondary school teachers believed that the retirement age fixed by the government was just at the right time.
12. Majority of the secondary school teachers of Aizawl district felt quite satisfied with the duties which were compulsorily assigned and expected of them.
13. Majority of the secondary school teachers of Aizawl district were satisfied with the grievance redressal system of their institution.
14. Majority of the secondary school teachers of Aizawl district felt that the service condition provided by their institution was quite good.

Suggested measures for developing positive attitude of secondary school teachers towards teaching profession.

1. To develop positive attitude among teachers, the recruiting institution should follow a proper selection process and the candidates having professional qualifications should be given more weightage.
2. The institution may provide adequate leave facilities for in-service training to teachers who do not have any pre-service professional qualification or training so that they too would develop their teaching skills, thus developing positive attitude towards teaching profession.
3. As part of incentives for teachers, the institution should provide better salaries to experienced and trained teachers to encourage the junior and untrained

teachers to develop their professional skills and thereby build positive attitude towards teaching.

4. If teachers are provided job security by implementing proper pension scheme, this may bring about a more positive attitude towards teaching profession

5. Performance related pay which is over and above their regular salary may be given to teachers. The goal is to financially reward teachers for the achievement of their students. This way teachers will have greater motivation to teach and will develop positive attitude to teaching.

6. A knowledge-and skill-based compensation may be introduced to reward teachers for achieving higher levels of education degrees, or certificate for developing new skills. For example, getting a master's degree, or passing different exams to obtain new certificates to expand their knowledge and skills. This may further develop positive attitude towards teaching profession.

7. Teachers may also be encouraged to attend conferences of professional development such as workshops and seminars. These programmes can help teachers to increase their knowledge and change their teaching practices thereby cultivating favourable attitude to teaching.

8. Collaboration between teachers may be endorsed to help promote healthier and happier working conditions amongst those in the school. When teachers actively work together to share knowledge, experiences, and instructional practices to meet the needs of their students, this will bring about positive attitude towards teaching among teachers.

9. It would be beneficial and advantageous to have a proper grievance redressal system in the institution so that teachers and staff can have a say in the educational

administration of the school. This will develop a responsive and accountable attitude among all the institute stakeholders including teachers in order to maintain a harmonious educational atmosphere in the institute.

10. It would be very much appropriate if the head of the institution make the teachers as part of decision making body with regard to their service condition. Teachers would then feel responsible towards the institution which could further develop their attitude towards teaching in a positive way.

Suggestions for further research

1. Attitude of secondary school teachers in Mizoram towards teaching profession and their relationship with student's achievement.
2. A study of attitude towards teaching profession, teaching aptitude and emotional intelligence among higher secondary teachers in Mizoram.
3. Relationship between attitude towards teaching profession and job satisfaction among University teachers in Mizoram.
4. A Comparative study on attitude towards teaching profession among college teachers of the North East.
5. Attitude towards teaching profession among elementary and secondary teacher trainees in Mizoram.