

**ATTITUDE OF SECONDARY SCHOOL TEACHERS OF LUNGLEI  
DISTRICT, MIZORAM TOWARDS TEACHING PROFESSION**

Dissertation

Submitted in Fulfillment for the Degree of  
Master of Philosophy in Education

**BY**

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**CERTIFICATE**

This is to certify that the dissertation titled “**Attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession**” submitted by **Rebek Lalramtiami** in fulfillment of the degree of Master of Philosophy in the Department of Education is an original work and has not been submitted elsewhere for other degree. It is recommended that this dissertation be placed before the examiners for the award of the degree of Master of Philosophy.

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## DECLARATION

I, **Rebek Lalramtiami**, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form the 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 other University or Institute.

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

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*Dated:*  
*Aizawl, Mizoram*

**(REBEK LALRAMTIAMI)**

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# **CHAPTER – 1**

## **INTRODUCTION**

## **CHAPTER 1**

### **INTRODUCTION**

Education plays a very important role in any country both advanced and backward alike. No country can dream of increasing the socio-economic status of its population without a strong educational system. Hence, there is a need for improving the quality of education of all levels. Teachers are the most important factors in the reconstruction of education. But teaching is not everybody's cup of tea as Ruskin (1819-1990) says, 'Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting, by praise, but above all by exercise'.

Attitude means a partiality or an affection to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, motivation and return. Attitude is a mental set or disposition, readiness to respond and the psychological basis of attitudes, their permanence, their learned nature and their evaluative character (Miriam Webster 1828). Attitudes are not just passive result of past experience; instead they impel behaviour and guide its form and manner. Thurstone (1948) has defined attitude as the degree of positive or negative effect associated with some psychological object.

According to Nourie and Lenski (1998) - teachers' attitude towards literacy in the content areas is perhaps one of the principal factors that impact on reading achievement in the secondary school. Teachers who recognize that students are experiencing problems in reading their textbooks and are concerned about this are likely to be the teachers who will be willing to learn strategies to assist their students. If teachers are not interested in learning how to help struggling readers in their classrooms, then there will be little value in equipping them with the strategies to do so. Implicit in this notion is the importance of attitude.

According to Bhargava (2007) -Attitude is a social concept but related with the mental aspect of the behaviour. It studies the views, directions and thinking of a specific person or a group towards an object, person, organizations, institution or situations. In other words, we can also say that attitudes are those personality dispositions and motivating force which decide the behavioural dimension - either positive or negative side towards any specific events, situation, object, person or group.

The three major components of attitudes (Feldman, 1985) are as follows:

1. Affective component – emotions or feelings
2. Cognitive component– beliefs or opinions held consciously
3. Behavioural component - response tendencies

According to Allport (1935) “Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual’s response to all objects and situations with which it is related”. Though there are numbers of principles on attitude formation, there is no specific principle which tries to explain attitude towards teaching. This lack of principle may be attributed to the disagreement among educationists as to what is meant by “attitude towards teaching”.

Attitude towards teaching is a broad concept, having several scopes in its explanation. One dimension views teaching as a profession. Another dimension refers to the actual teaching process in the classroom. A third dimension is linked to the client in the classroom i.e. the pupils. This dimension may regard teaching as the interaction between the teachers and the pupils. A fourth dimension refers to the workload of teachers (Yaakub & Fauzlah, 1990).

For the purpose of this study, attitude towards teaching can be defined as ‘teacher’s feelings and thinking about his profession which includes the pupils, the classroom processes and the whole amount of school work’. This implies the human interpersonal relationship between teachers and their pupils in the school and classroom settings. It is assumed that



teachers with good disposition towards their pupils always exhibits positive attitude, while those teachers with a poor disposition towards their pupils possess negative attitude.

Good (1935) defines attitude as a “readiness to reaction towards or against some situation, person or thing in a particular manner for example Love or Hate”. A teacher is a friend, philosopher and guide to the students. He does not teach, but makes the students learn. The teachers are to sow knowledge in the form of education. So the profession calls for dedicated people, who will willingly accept the changes of building up generations. Any profession is noble but the teaching profession is the noblest. But today, people do not think of the teacher as a professional worker in the same sense, status and reverence in which they consider the doctor, the lawyer, the police or the engineer. Attitude is important to understand human behaviour. To define what exactly an attitude is, a complex mental state involving beliefs. A profession is explained as an occupation based upon specialized, intellectual study and training. It is a work pursuit, one person’s effort to find out a place in the work-a-day world. It is a kind of occupation, in which by gone times termed as “Vocation”, a calling. Teaching is considered as a profession, when viewed from the internationally accepted yard stick of a profession. Teaching profession is primarily a service based, nor a commercial one. Every profession has to make an arrangement for its own development (Shudhakar.K, Dayakara R. V, 2014).

Attitude towards teaching profession is the tendency to react positively or negatively towards teaching which is as a result of the experiences one has with teaching and other related tasks. It is an acquired emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of values.

The level of responsibility of a person towards his profession is greatly determined by his attitude towards the profession. One’s attitude towards one’s profession is likely to have big influence on his/her performance. The same is true for teaching profession also. Teaching profession is one of the professions involving interactions with large number of individuals. Teachers, particularly secondary teachers are responsible for developing younger minds and enabling them to realize their fullest ability and potential. A teacher’s attitude towards his profession will have an effect not only on his students, but also on his performance. Teachers having positive attitude would be able to create a favourable and enriching atmosphere for

themselves as well as their students. On the other hand, if teachers have negative attitude towards their profession, it would lead to unpleasant situation which will make teaching an annoying work and make the atmosphere unfavourable for students' learning.

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage"

It is well known that the quality and extent of learner achievement are determined primarily by teachers' competence, sensitivity and teacher motivation where the attitude of teachers is concerned towards their profession. Teaching is not merely standing before a class and transacting knowledge using some specific skills. It is not just presenting text-book information and then examining the students' ability to repeat or reproduce it. There is no absolute formula for transformation of knowledge from the teachers' mind to associate the pupils. Teaching is not a mechanical or technical job which can be finished or a goal achieved within certain stipulated period of time. It is an intricate, exacting and challenging task demanding a complex process to which a teacher must always pay attention. A teachers' task is concerned with the development of the whole child-intellectual emotional, social, and spiritual and in some degree, physical where the attitude of a teacher towards the profession plays a significant factor.

One of the principle objectives of education is to modify the behaviour of a child according to the need and expectation of the society. A person's behaviour is composed of many factors among which attitude is one. A person behaves according to his attitude, towards a thing, person or so on, present in the environment. An attitude can be defined as a positive or negative feeling or inclination about people, objects, events, activities, ideas, or just about anything in our environment. It is an expression of favour or disfavor towards a person, a place, a thing, or an event. Attitude can be formed from a person's past and present. Attitude is also measureable and changeable as well as influencing the person's emotion and behaviour.

Education is always changing with the change in demand and expectations of the society. Teacher is an active and important agent of social change. Teaching is very noble and divine profession because students' future and career are directly connected with the teacher and today's students are the responsible citizen of tomorrow. Students must received good education in school and colleges and they are very much attached with their teachers. Teachers are the role model of the students. Teaching professions differ from the other professions, so the teacher should be a friend, parents, philosopher and guide. Teachers' belief, perspectives and their attitudes can affect their teaching and behaviour with the students. The teachers thinking, job satisfaction, their expectations from the job, all such things can affect their work. All the years of education are very important for the students. So, we clearly know that we the student's future is in the hand of the teacher and we must know about the teachers who impart education and mould our future generations. (Rohini, P. Trivedi, 2012).

The study of teacher's attitude is very much needed and important because teachers are the main and conductor of content knowledge, and the strength of our student relationships that makes the difference in adaption of our passion for teaching into their relationships that makes the difference in adaptation of our passion for teaching into their passion for learning. Teaching is an art and the quality of teaching depends on the love, dedication and affection of the teachers towards the subject of the knowledge. The quality of any teaching programme cannot rise above the quality of its teachers.

The most important characteristic of the 'ideal teacher' was her or his personal traits, while the least important was her or his general education and broad mindedness. Indeed, in countries such as Israel, where the requirements for being admitted to a teacher's college are the lowest among all other academic professions, it has been hard for many gifted students to be taught by some of the less intelligent teachers. And the most important characteristic of the good teacher of the gifted has been her or his attitude towards the gifted. High intelligent and high educated teachers with a negative attitude towards giftedness made bad teachers for the gifted (David. H, 2016).

Another factor which casts influence on the attitude is the experience. This holds true for teaching profession also. Teaching experience of the teacher contributes significantly in forming attitude (Suja, 2007). The teacher's attitude towards the subject and student is significant in creating desire to learn in the students. Gender and type of training are the paramount factors influencing the attitude of the teacher (Oral, 2004, Bozdogen et.al, 2007).

Development of positive attitude towards profession helps in developing creative thinking and motivating students (Celikoz & Cetin, 2004). The different learning environment, instructional materials and strategies adopted in initial teacher training programme are also responsible for difference in attitude of student teachers towards teaching profession (Mckeachie, 1994; Mordi, 1991; Schibeci & Riley, 1986). It is a dynamic entity which is subject to change. It is a deciding factor of the teacher's performance. Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. It is precursor of the behaviour and varies from favourable to unfavourable through neutral.

Importance of the teacher in the educational system is recognized by everyone. If a teachers without positive attitudes and perceptions, students have little chance of learning proficiency, if at all. There are two categories of attitudes and perceptions that effect learning: 1) attitudes and perceptions about the learning climate and 2) attitudes and perceptions about the classroom tasks.

A teacher not only has 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 toward teaching. It is important that the teacher has positive feeling about his profession because it not only affects his own behaviour in the classroom but also of the students. Hence, it is desirable to study the teacher's attitude towards his profession as a teacher.

Anastasi (1957) writes, "An attitude is often defined as a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus, defined, attitudes cannot be directly observed but must be inferred from overt behavior, both verbal and non-verbal".

Attitude refers to reports of what people think or feel or the ways in which they intend to act. Since, it is important for the teacher how he thinks or feels about his profession, it is desirable to study the teacher attitude because it not only affects his own behaviour in the classroom but also of the students.

The teacher by value of his position and role is one of the most important agent of the communication and enrichment of culture in today's society. Having to deal with human material during the most impressionable period of life, the teacher is bound to make massive impact on the personality character, intellectual growth, attitudes, and values of the future citizens. In view of their crucial role, it is important for the society to provide the adequate equipment to enable them to meet the challenges of their task and Indian Society is no exception to it. But, unfortunately in India, to-day, the socio-economic status an the professional status of teachers is low.

The quality of education as an academic study must be raised which can be one of the influential factor for school teaching to emerge as a profession on par with other established professions like Law, Medicine, Engineering etc. High quality teachers are very different with teachers with poor quality on how he or she react or teach the students and teacher effectiveness is the single most important school based fator in students' success.

## **1.2 RATIONALE OF THE STUDY:**

Teachers attitude towards their profession have an effect on their performance or attempt. The quality of education is directly related to the quality of instruction. Teachers are important instruments for achieving better and more qualitative education. He or she is required to have a higher professionalism because of rapidly changing circumstances, nowadays education change with the change in the need and expectations of the society. So, teachers are expected to use the best practices, new policies and strategies to meet the challenging demand of their career, which involves imparting knowledge and developing essential and intrinsic skills in the students. A teacher is expected to not only master the subject and various methods of teaching but also to show that he is capable of selecting the various study materials according to the teaching goals and varied group of students. He or she must also possess the potentials to create a learning environment for the students. A good teacher is expected to be committed to his work and have an ability to take the initiative (Sparks, 1979).

An attitude towards profession means a person's feelings, behaviour and commitment to the profession or job. Quality of teachers depends upon the success of any system or method of education. If a teacher is committed and have positive attitude towards teaching either in his or her job, then it is surely true that his or her performance will be outstanding and his or her efforts will be flourishing when he or she works in the teaching field. Teaching is observed as a difficult profession than other profession among people. Attitude of teachers play an essential role in the teaching profession as negative attitude of a teacher can have a negative impact on one's teaching whereas positive attitude of a teacher is likely to have a positive impact not only on their students but also on their performance. If a teacher does not feel satisfied in his or her profession, it would clearly effect the lesson, teaching, education and the behaviour of the students which would in turn affect the society and the whole nation, since the students are the future of the nation.

An effort is therefore made to assess the attitude of secondary school teachers towards teaching profession. The research scholar after going through research studies in this area or field, believed that since secondary school teachers are the nurturers of adolescents and youths who will be the future leaders of the society, it is important to study their attitude towards the teaching profession which is likely to affect the whole education process at the secondary level of education.

### **1.3 STATEMENT OF THE PROBLEM:**

The problem of the present study is formulated as, "**Attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.**"

### **1.4 OBJECTIVES OF THE STUDY:**

1. To find out the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.
2. To compare the attitude of Male and Female Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.
3. To compare the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession based on School Management.

4. To compare the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession on the basis of length of service.
5. To compare the attitude of Secondary School Teachers of Lunglei District towards Teaching Profession based on locale.

### **1.5 HYPOTHESES:**

On the basis of the objectives identified for the study, the following hypotheses are framed in relation to the identified objectives:

- 1) Teachers of Secondary schools in Lunglei District, Mizoram have favourable level of attitude towards teaching profession.
- 2) There is no significant difference between male and female Secondary School Teachers of Lunglei District, Mizoram on their attitude towards Teaching Profession.
- 3) There is no significant difference between below 10 years and 10-20 years teaching experiences of Secondary School Teachers of Lunglei District, Mizoram on their attitude towards Teaching Profession.
- 4) There is no significant difference between 10-20 years and more than 20 years teaching experiences of Secondary School Teachers of Lunglei District, Mizoram on their attitude towards Teaching Profession.
- 5) There is no significant difference between below 10 years and more than 20 years teaching experiences of Secondary School Teachers of Lunglei District, Mizoram on their attitude towards Teaching Profession.
- 6) There is no significant difference between government and private Secondary School Teachers of Lunglei District, Mizoram on their attitude towards Teaching Profession.
- 7) There is no significant difference between urban and rural Secondary School Teachers of Lunglei District, Mizoram on their attitude towards Teaching Profession.

## **1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED:**

The operational definitions of the term used in the present study are as follows:

1. Attitude: An attitude is a settled way of thinking or feeling about something. It is a social concept but related with the mental aspect of the behaviour. It studies the views, directions and thinking of a specific person or a group towards an object, person, organizations, institution or situations.
2. Secondary School Teachers: Secondary School Teachers mean those teachers teaching in the level of High Schools covering Class IX and X.
3. Length of Service: Length of service in this proposal are classified into -
  - 1) Below 10 years
  - 2) 10 to 20 years
  - 3) Above 20 years.

4. Management of Secondary Schools: Management of Secondary School in this proposal refers only two kinds of management viz. Government and Private are considered.

5. Profession: A paid occupation, especially one that involves prolonged training and a formal qualification. A profession is a vocation founded upon specialized educational training the purpose of which is to supply disinterested objective counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain.

## **1.7 DELIMITATION OF THE STUDY:**

For the present study, the study has been delimited to secondary school teachers and 10 government and 10 purely private High schools in Lunglei District.



## **CHAPTER – II**

### **REVIEW OF RELATED STUDIES**

## **CHAPTER II**

### **REVIEW OF RELATED STUDIES**

In conducting a research, literature review has an important place because it helps the researcher in understanding what areas has been covered in similar and previous research which helps in setting the platform on which the research is based. A literature review is a piece of work that provides an overview of published information on a particular topic or subject usually within a specific period of time and discusses critical points of the current state of knowledge in the field. It also includes major findings as well as theoretical and methodological contributions. It generally seeks to present a summary of important works carried out and provide a synthesis of the information as well.

For the present study, the investigator reviewed important studies related to the area of teachers' attitude towards teaching profession which are presented in the following paragraphs.

Roy (1971) studied the relationship between teacher attitude and teaching efficiency and he found out that there existed a positive relationship between teacher attitude and teaching efficiency.

Saran (1975) in his study on Attitude towards Teaching Profession in relation with age and found that the attitude of teachers towards the teaching profession was positive. He also found that attitude towards teaching profession was not positively related to experience in the teaching profession as well as age.

Mishra (1977) in his study on attitude of teachers of Sanskrit Vidhyalayas of Varanasi towards teaching professions and he found that caste affected the attitude towards teaching profession and also found that political party affiliation had a significant influence on the attitude towards teaching profession. In this study, the attitude of male teachers was found to be significantly higher than female and also that the institutional status influenced the attitude of teachers towards their teaching profession.

George G. Austin (1979) in his study on the effect of student teaching and protesting on student teachers' attitude found that attitude of student teachers can be improved by student teaching experience provided that they are not pre-tested concerning their attitude.

Taiwo, D. (1980) investigated the influence of previous exposure to science education on attitudes of pre-service science teacher towards science teaching and he found out that previous exposure to science education as a discipline before registering for bachelor's degree in science education in Nigerian Universities seemed to significantly affect the attitude towards science teaching.

CGPI (1981) in their study on the relationship of academic achievement with attitude towards teaching among teacher trainees in Allahabad found out that there was no relationship between academic achievement and attitude towards teaching among teacher trainees.

Som (1984) took up a study on the relation between non-cognitive, personality structure type using Eyesenck's teachers' attitudes towards teaching and related areas and found that - 1) Teachers were normal in their attitudes towards pupils. 2) Female teachers tended to be higher than males in their attitudes towards teaching, the teaching profession and pupils. Experienced female teachers were significantly higher than experienced male teachers on the first two attitudes but moderately high on the third. 3) Teaching attitude as well as the attitude towards the

profession correlated significantly with patience, initiatives, carefulness, stoicism, retrospection and responsibility. 4) Extroversion had no significant association with the attitudes but it was moderately negatively correlated with the teacher attitudes other than that towards classroom teaching. Further, introverts tended to have favourable attitude towards pupils.

Rawat and Sreevastava (1984) took up a comparative study of the attitude of male and female teacher trainees towards teaching and significant difference was found between male and female teacher trainees in their attitudes towards teaching profession.

Roscoe, G, et.al. (1991) made an analysis of the quantitative and qualitative perspectives on teachers' attitude by holding subsequent interviews with teachers and administrators and they found that simultaneous involvement with more than one type of reconstructing has a positive effect on teachers attitude. While showing appreciation for shared decision making, teachers more often accounted for their positive attitude by describing a supportive administrative style.

Ramachandan (1991) in his study on the attitude of student teachers found that female teacher trainees had more favourable attitude towards teaching than the male teacher trainees and he also revealed that post graduate teacher trainees had more favourable attitude towards teaching than under graduate teacher trainees.

Ganapathy (1992) in his study on the attitude of student teachers towards teaching profession found that both male and female student teachers had favourable attitude towards teaching profession, and he also found that both male and female student teachers also had positive self-concept which was related to their attitude towards teaching profession.

Anderson & Dewayne (1995) in their study on the pre-service teachers' attitude toward children using attitude questionnaire found that there existed big differences in attitudes towards children, in relation to age, gender, and the major subject taken by the respondents. The most positive were females in the elementary level and the least positive were males in the secondary level.

Balan (1996) investigated the attitude of student teachers towards teaching and he found that there is no significant gender difference in the attitude of student teachers of Kerala towards teaching and he also found that there existed significant relationship between attitude towards teaching and self-concept of the female student teachers.

Chidolue, Mercy. E (1996) conducted a study on The Relationship between Teacher Characteristics, Learning Environment and Student Achievement and Attitude and student attitude in high school biology classes were studied in an export factor design involving 11 teachers and 375 biology students in Nigeria. She found that there existed significant positive relationship between teacher experience, teacher locality, student attitude and achievement.

Devi (2005) in her study on teachers attitudes towards teaching profession found that moderate and highly significant correlation existed between success in teaching and the predictor variables like role conflict, attitude towards teaching profession and job satisfaction. It was also reported that role conflict and attitude towards teaching profession are the two variables capable of significantly and efficiently discriminating between successful and less successful groups of women teachers of Kerala.

Belagali (2009) in his study on teachers attitude towards teaching profession discovered that female teachers have higher attitude towards teaching profession as compared to male teachers of secondary schools. The urban secondary school teachers were also found to possess higher attitude towards teaching profession as compared to rural secondary school teachers.

Centinkaya (2009) studied the attitude of Turkish teachers and he found that pre-service attitudes of teachers towards teaching profession were positive and he also found out that the female teachers had more positive attitudes than male colleagues.

Hussain, et.al (2011) studied the attitude of secondary school teachers towards teaching profession. To collect information regarding the attitude, an Attitude Scale towards Teaching Profession (ASTTP) developed by Hussain (2004), having sixty six items and four components was administered to the respondents. All the secondary school teachers, teaching at secondary level in District Multan at Pakistan constituted the population of the study. The sample consisted of forty secondary schools comprising male and female, rural and urban, public and private as the sample of the study. Three secondary school teachers, each science and arts, were also selected randomly from the sampled institutions and statistical techniques like mean, standard deviation, t-test, and correlation were used to measure and compare the attitude of secondary school teachers towards their profession. It was discovered that majority of secondary school teachers do not possess positive attitude towards the profession. Female secondary school teachers were found to have more positive attitude towards the teaching profession as compared to the male secondary school teachers. It was also found that teachers working in the public sector institutions were more committed and satisfied as compared to the teachers working in private sector and they also discovered that majority of the teachers working in the rural areas are more committed and satisfied as compared to the teachers working in urban areas.

Prasad, B.Babu (2013) took up a study on the Attitude of Student Teachers towards their Profession. He conducted his study in Vizianagaram district of Andhra Pradesh, India. He took a sample of 437 student teachers studying in 7 colleges of education in Viziniagaram district out of which 239 were males and 198 were females. The teachers when classified according to methodology opted for the course turned out to be 143 from Mathematics, 48 from physical sciences, 134 from Biological sciences and 112 from Social Studies. He administered a self-constructed tool (Teachers Attitude) developed by him. The tool consisted of 60 items with 7 areas viz. professional problems, teacher's pay scales, vacancy and other privileges, nature of

work and workload, teacher's interest towards pupils, teacher's attitude nature of work and workload, teacher's interest towards pupils, teacher's attitude towards management and professional status of teachers. He collected the data and analysed with mean, standard deviations, and t-values for testing various hypothesis framed and he found that there were significant differences in attitude in relation to gender and subjects of study.

Amita, Maheshwari (2014) in her study on Attitude towards Teaching Profession of Prospective Teachers presented her investigation is an explanatory format. She conducted her study in Rohilkhand region and she took a sample of 400 B.Ed. prospective teachers (200 each from government and self-financing colleges). She also revealed that when attitude towards teaching profession of prospective teachers was considered as the dependent variable, the variables like gender, academic background and economic status were considered as independent variable. The main tool she used was Teacher Attitude Inventory (TAI) developed by S.P.Ahluwalia (2006). She found that prospective teachers of self-financing colleges i.e, female, science, middle economic status, high economic status or total were showing favourable attitude towards teaching profession than government colleges. On the other hand, male, arts, commerce or low economic status prospective teachers of government colleges and self- financing colleges, and she found out that there is no significant variation was yielded between them.

C.L. Bhaskara (2014) made a comparative demographic study of attitudes of secondary and higher secondary student teachers (B.Ed) towards teaching profession. He found that there was significant difference in the attitude between student teachers of science stream and humanities stream towards teaching profession. He observed that the female student teachers of Arts stream had shown more affinity towards teaching profession. Attitude of rural background student teachers was more stable and reliable when compared to teachers having urban background. He also revealed that there was no effect of in-service and pre-service student teachers on attitude towards teaching or that of the level of education of the teachers.

Vijayavardhini. S & Sivakumar. M (2014) in their study on Attitude of Prospective Teachers towards Teaching Profession found that majority of the prospective teachers expressed positive attitude towards teaching profession. B.Ed prospective teachers exhibited a more favourable attitude towards teaching profession than the M.Ed prospective teachers. Irrespective of gender both male and female prospective teachers expressed favourable attitude towards profession. It was also found that OBC, SC and ST category of prospective teachers exhibited more favourable attitude towards teaching profession when compared to OC of prospective teachers.

Adebukola, O.R & Omolara, S.R (2015) in their study on Teacher's Attitudes: A Great Influence on Teaching and Learning of Social Studies conducted the study to examine and evaluate teachers' attitudes towards teaching and learning of social studies in secondary schools. They used Descriptive research approach with simple sampling method. The population of their study consisted of 100 respondents who were selected randomly from junior secondary school teachers and students. They administered Questionnaires to collect the data and simple percentage was used to analyse the collected data. The results they found was that the teachers had negative attitudes towards teaching social studies in secondary schools.

Soibamcha.E&Pandey.N (2016) in their study on Attitudes of Teachers towards Teaching Profession tried to test two hypotheses that teachers' educational qualifications and attitude towards teaching profession are independent and that age has nothing to do with attitudes towards teaching profession. A total of 150 teachers (75 males & 75 females) from thirty secondary schools located at Imphal West District, Manipur (India) with mean age 39.48, SD 10.21, were selected through simple random sampling. The data were collected through the Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006). It is a 90 items on 5 point Likert Type scale as strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). The reliability of the scale is 0.88. It was found that the teachers had unfavourable attitudes towards teaching profession, as the p-value was 0.678 and 0.971 respectively. They also found that more qualified teachers (59%) seemed to be having more positive attitudes than the



less qualified teachers (41%). At the same time, younger teachers appear to possess more positive attitudes (59%) than that of the older teachers (41%).

Elina, Soibamcha & Nityanand, Pandey (2016) studied Professional Attitudes on Secondary School Teachers and their paper aimed at testing two null hypotheses - (1) there is no significant difference in professional attitudes between male and female teachers, and (2) teaching experience is not a contributing variable of the difference in professional attitudes among the teachers. The sample for the study consisted of 150 teachers, 75 males and 75 females, working in secondary schools located at Imphal West District of Manipur (India). Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006) was used for the purpose of data collection. They found that there is no significant sex difference in professional attitudes, and that teaching experience had nothing to do with favourable or unfavourable attitudes towards teaching profession.

Sharma (2016) in her study on Attitude of Pupil-Teachers towards Teaching Profession in relation to Gender and Background made an attempt to compare the attitude of pupil teachers towards teaching profession in relation to gender and background. She selected a sample of 100 pupil teachers from two districts of Himachal Pradesh randomly and a standardized attitude scale was used for her study. Her findings revealed that pupil-teachers had positive attitude towards teaching profession. She also found out that there was no significant difference in the attitude of pupil-teachers towards teaching profession with respect to gender and also found out that there is no significant difference in the attitude of pupil-teachers towards teaching profession with respect to background.

Sujit Samanta (2016) studied the Attitude of Secondary School teachers in different Dimension of Teaching Profession. His study was conducted with a sample of 126 secondary school teachers of Paschim Medinipur district of West Bengal in India. Attitude Scale towards Teaching Profession developed by Dr. Mrs. Umme Kulsum, Begalore, India was used for collection of data. The tool consisted of 55 items with 5 dimension like Academic, Administrative, Social & Psychological, Co-curricular and economic aspect of teaching profession. For analyzing the data

he used statistical techniques such as mean, standard deviations, t-test and correlation and regression. He found out that there was a correlation between different dimensions of teaching profession and nature of significance difference.

Yashpal Deswal (2017) studied the Attitudes of pupil teachers towards teaching profession. He selected a sample from 150 Prospective Teachers from two Districts of Haryana state and he used simple random sampling technique. He collected the data by using the tool 'Teacher Attitude Inventory' developed by Dr. S. P. Ahluwalia (2002). He analyzed the data by using statistical techniques such as Percentage, Mean, S.D. and 't'test. He found out that majority of pupil teachers were having positive attitude towards teaching profession. He also found that there is no significant difference between mean scores of attitude of male and female pupil teachers towards Teaching Profession with respect to their educational streams.

Chaudhary, Saroj (2018) studied Teachers' attitude towards classroom teaching. She selected a sample from 200 students from Karnal. She used 't' test to test the mean difference. She also used teacher's attitude inventory to collect the scores. She found that professional attitude of teachers towards their profession was average and that teacher's attitudes directly or indirectly affect students. She found out that there is no significant difference between attitudes of secondary schools teachers towards classroom teaching in relation to gender. She concluded that if a teacher's attitude is positive, he or she can contribute to the development of school, classroom and students.

After a review of the related literature collected for the period 1971 to 2018, it can be seen that majority of the studies were done with a population consisting of prospective teachers. However, there were also quite a good number of studies on the attitude of serving teachers towards teaching profession. Majority of these studies reviewed on attitude towards teaching profession concentrated on the independent variables such as gender, locality, subject type, experience and background. One significant observation that the scholar derived from this review is that in most

of the studies, the teachers as well as the prospective teachers showed favourable or positive attitude towards teaching profession and that the different independent variables selected respectively by different researchers did not seem to have an impact on the attitude of the teachers towards their own profession.

## **CHAPTER – III**

### **RESEARCH METHODOLOGY**

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### **RESEARCH METHODOLOGY**

In any type of research, after deciding the objectives and framing of hypothesis, one has to plan for the method of study, selecting sample, the tools and techniques to be used, the administration of the tools and collection of data and statistical techniques applied for data analysis. Hence, the methodology and procedures followed by the investigator in the present study is discussed in the following manner:

- 3.1 Method of the Study
- 3.2 Population and Sample of the Study
- 3.3 Sample of the Study
- 3.4 Tools for Data Collection
- 3.5 Administration and Collection of Data
- 3.6 Scoring of Data, and
- 3.7 Statistical Techniques for Analysis of Data

#### **3.1 METHOD OF THE STUDY:**

The present study mainly adopts descriptive survey study aiming to determine the attitudes of government and private secondary school teachers. The variable studied was attitude of government and private secondary school teachers towards teaching profession in relation to: gender, length of service, school management and location.

### 3.2 POPULATION OF THE STUDY:

Since the present investigation is concerned with the study of attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. Therefore, the population for the present study consisted of all Secondary School Teachers teaching in government and purely private High Schools of Lunglei District.

### 3.3 SAMPLE OF THE STUDY:

The sample for the present study consisted of 150 secondary school teachers. Sampling was done by cluster sampling method by using schools as unit of the sample which were selected randomly. Stratified method was also employed to ensure equal proportions of government and purely private secondary school teachers as well as male and female secondary school teachers.

#### *The distribution of Respondents in the Sample*

<b>Location of Secondary School Teachers</b>	<b>No. of School</b>	<b>No. of Teachers</b>
<b>Gov't Urban</b>	<b>7</b>	<b>50</b>
<b>Gov't Rural</b>	<b>3</b>	<b>25</b>
<b>Private Urban</b>	<b>7</b>	<b>50</b>
<b>Private Rural</b>	<b>3</b>	<b>25</b>
<b>TOTAL</b>	<b>20</b>	<b>150</b>

### 3.4 TOOL USED FOR THE PRESENT STUDY:

For the purpose of finding out the attitude of Secondary School Teachers of Lunglei District, Mizoram towards teaching profession, the investigator was used Teacher Attitude Scale (TAS) developed by Dr. J. C. Goyal (1984).

The purpose of the scale is to measure the attitude of practicing and prospective teacher's towards teaching profession, the scale has been specifically developed for secondary school teachers but it can be used very well for elementary and pre-primary level also. It is a scale consisting of 22 items. It has been developed by Thurstone techniques of attitudes scale construction. It measures attitudes towards the profession of teaching.

In the psychological continuum, the attitude scores of all the subjects were distributed in different categories of most favourable, favourable, neutral, unfavourable and most unfavourable attitude. Attitude score of (0 to 2.9) is in the category of most favourable, (3 to 4.9) it is in the category of favourable, (5 to 5.9) is in the category of neutral, (6 to 6.9) is in the category of unfavourable, and (7 to 8.9) is in the category of most unfavourable.

**Table of the Distribution of Attitude Score in Categories on the Psychological Continuum.**

Attitude Score	N	% to total	Category
0 – 2.9	44	14.7	Most favourable
3 – 4.9	209	69.6	Favourable
5 – 5.9	34	11.3	Neutral
6 – 6.9	8	2.7	Unfavourable
7 – 8.9	5	1.7	Most unfavourable

### RELIABILITY

The Split-half reliability of teacher's attitude towards teaching was found to be 0.90 by Pearson Product- Moment Correlation method.

## VALIDITY

Content Validity of teachers' attitude towards teaching was found to be 0.78. The validity of the scale was also determined by self-rating by subjects on a graphic continuum of the scale.

The author of Teacher Attitude Scale mentioned some usefulness of the scale as follows:

1. The teacher attitude scale (TAS) has a high reliability and validity.
2. It concentrates only on one aspect i.e. the attitude of teachers towards the profession of teaching taking into consideration various components of the profession.
3. The scale has been standardized on all India sample. It has been constructed by using Thurstone technique.
4. The scale is easy to administer and score.
5. It can be used to:
  - i) Measure attitude of secondary, elementary and pre-primary level teachers.
  - ii) Measure attitude of student teachers.
  - iii) Measure change in attitude of student teachers during the training.
  - iv) Compare attitude of different categories of teachers, types of teachers and teachers working in different types of schools and student teachers under training in different types of teacher training institutions.

These explanations help and support the results of present scale of teacher's attitude towards teaching profession to be sufficiently valid for use of measuring teacher's attitude.

### **3.5 ADMINISTRATION AND COLLECTION OF DATA:**

To find out the attitudes of secondary school teachers towards teaching profession using the Teachers Attitudes towards Teaching Scale, the investigator personally visited all the 20 schools of Lunglei District (Urban and Rural areas) selected as samples for the study and the scale consisting of 22 statements was administered to all the 150 respondents. Respondent's willingness was taken before answering the questionnaire. The purpose of the scale and instruction were told to the respondents and distributed the test booklet to response only which



they were agreed by ticking to the statement and to cross to which they were not agreed. The respondents were told to response all the statements. Respondents were also told that this is not an ability test and there are no right or wrong responses but only trying to measure their feelings. The respondents were given adequate time to ponder over all the statements in the scale so as to ensure a truthful response that comes to their mind on reading each statement. The respondents were assured that their responses shall be kept strictly confidential and used only for research purpose.

### **3.6 SCORING OF DATA:**

The fields in Teacher Attitude Scale were scored following the pattern suggested by the author of the scale. The scale consists of 22 statements. Each statement has been assigned a scale value. The attitude score of a subject is the sum total of the scale values of the statements ticked by the subject divided by the number of statements marked by him/her. It may be responded by the following formula:

$$Score = \frac{1+2+3+\dots+n}{N}$$

Where 1, 2, 3..... are the scale values of statements marked and N is the number of statements ticked.

Thus the mean attitude score of a subject is the average score value of the statements endorsed by him/ her. It is to be noted that a lower mean score indicates a favourable attitude and the higher score indicates unfavourable attitude of a subject.

### **3.7 STATISTICAL TECHNIQUES OF ANALYSIS OF DATA:**

The tabulated scores of the Teacher Attitude Scale were classified in accordance with gender, length of service, school management and location for carrying out simple statistical analysis. For analyzing the data, the investigator employed the following statistical techniques:

1. Percentages were used to find out the respondents having different category of attitude scores on the psychological continuum.
2. Mean and Standard Deviation were used on the different categories of respondents.
3. 't' test were used to find out the significance of difference between various categories of respondents.

## **CHAPTER – IV**

# **ANALYSIS AND INTERPRETATION OF DATA**

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data collection. The data for the present study were collected by using Teacher Attitude Scale (TAS) by Dr. J.C. Goyal (1984). For a meaningful and systematic presentation, the responses obtained from the subjects were scored by classifying, tabulating and analyzing and the details are given in the present chapter. With the help of appropriate statistical techniques like mean, standard deviation, standard error mean deviation and t-test, the data was carried out. The details are given in the following ways:

#### 4.1 Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession

The following table shows the attitude of secondary school teachers towards teaching profession.

Table No. 4.1

Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession

<b>Respondents</b>	<b>Total number</b>	<b>Mean Score</b>	<b>Average attitude score</b>
<b>Secondary school teachers</b>	150	49.94	2.97 (most favourable)

The above table shows the attitude level of Secondary School Teachers of Lunglei District towards Teaching Profession. A perusal of the table reveals that the teachers of Secondary School under investigation had most favourable attitude towards teaching profession.

#### **4.1.1 Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession, based on gender**

The following table shows the attitude of secondary school teachers towards teaching profession based on Gender.

Table No. 4.2

Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession based on gender

<b>Secondary School Teachers</b>	<b>Total Number</b>	<b>Mean Score</b>	<b>Average attitude score</b>
<b>Male</b>	84	36.94	2.95 (most favourable)
<b>Female</b>	66	66.50	3 (favourable)

The above table shows the attitude level of Secondary School Teachers of Lunglei District towards Teaching Profession analysed on the basis of gender. Male teachers were found to possess most favourable attitude towards teaching profession. At the same time, female teachers were found to possess favourable attitude towards teaching profession. The mean score of female teachers was found to be higher than the male teachers.

#### 4.1.2 Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession, based on school management

The following table shows the attitude of secondary school teachers towards teaching profession based on school management.

Table No. 4.3

Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession based on school management

Secondary School Teachers	Total Number	Mean Score	Average attitude score
Government	75	50.74	2.98 (most favourable)
Private	75	49.14	2.96 (most favourable)

The above table shows the attitude level of Secondary School Teachers of Lunglei District towards Teaching Profession analysed on the basis of school management. Both Private and government teachers were found to possess most favourable attitude towards teaching profession. The mean score of private teachers was found to be higher than the government teachers.

#### 4.1.3 Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession, based on length of service

The following table shows the attitude of secondary school teachers towards teaching profession based on teaching experience.

Table No. 4.4

Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession based on teaching experience

Secondary School Teachers	Total Number	Mean Score	Average attitude score
Below 10 yrs teaching experience	68	49.16	2.94 (most favourable)
10-20 yrs teaching experience	49	51.59	2.99 (most favourable)
More than 20 yrs			3

<b>teaching experience</b>	33	59.78	(favourable)
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The above table shows the attitude level of Secondary School Teachers of Lunglei District towards Teaching Profession analysed on the basis of teaching experiences. A perusal of the table reveals that teachers having less than 10 years of teaching experience and those having an experience of teaching between 10 to 20 years possessed most favourable attitude while teachers having more than 20 years of teaching experience possessed favourable attitude towards teaching profession.

#### **4.1.4 Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession, based on location**

The following table shows the attitude of secondary school teachers towards teaching profession based on location.

Table No. 4.5

Attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession based on location

<b>Secondary School Teachers</b>	<b>Total Number</b>	<b>Mean Score</b>	<b>Average attitude score</b>
<b>Rural</b>	50	48.93	1.47 (most favourable)
<b>Urban</b>	100	50.45	2.99 (most favourable)

The above table shows the attitude level of Secondary School Teachers of Lunglei District towards Teaching Profession analysed on the basis of location. Both rural and urban teachers were found to possess most favourable attitude towards teaching profession. At the same time, the mean score of urban teachers was found to be higher than the rural teachers.

#### **4.2 Percentage of secondary school teachers of Lunglei District, Mizoram in the attitude continuum towards teaching profession**

The following table shows the percentage of teachers of secondary school in the continuum of level of attitude towards teaching profession.

Table No. 4.6

Percentage of secondary school teachers of Lunglei District, Mizoram in the continuum of level of attitude towards teaching profession

<b>Levels of Attitude (continuum)</b>	<b>No. of respondents</b>	<b>Percentage</b>
<b>Most Favourable</b>	6	4
<b>Favourable</b>	134	89.33
<b>Neutral</b>	10	6.66
<b>Unfavourable</b>	0	0
<b>Most Unfavourable</b>	0	0

A perusal of the table No.4.6 shows that there were 6 (4%) respondents who had most favourable attitude towards teaching profession. At the same time, 134 (89.33%) of respondents had favourable attitude. 10 (6.66%) of respondents were neutral in their attitude towards teaching profession whereas there were no respondents in the level of unfavourable and most unfavourable. From the above table, we can see that the majority (more than half) of the respondents fall under the level of favourable and only a few respondents fall under the level of most favourable and neutral. Thus, we can say that secondary school teachers of Lunglei District, Mizoram taken as a whole are extremely satisfied with their jobs.



#### 4.2.1 Percentage of secondary school teachers of Lunglei District, Mizoram in the continuum of level of attitude towards teaching profession, classified according to gender

The following table shows the attitude level of secondary school teachers towards teaching profession classified according to gender.

Table No. 4.7

Percentage of secondary school teachers of Lunglei District, Mizoram in the continuum level of attitude towards teaching profession, classified according to gender

Levels of Attitude (Continuum)	Male		Female	
	No. of respondents	Percentage	No. of respondents	Percentage
Most Favourable	2	1.33	4	2.66
Favourable	76	50.66	58	38.66
Neutral	6	4	4	2.66
Unfavourable	0	0	0	0
Most Unfavourable	0	0	0	0

A perusal of the table No.4.7 shows that there are differences in percentage of male and female secondary school teachers on their level of attitude towards teaching profession. Among the male respondents, 2 (1.33%) were in the level of most favourable attitude towards teaching profession whereas 4(2.66%) of female respondents were in this level. At the same time, 76 (50.66%) of male respondents were in the level of favourable attitude towards teaching profession while 58 (38.66%) of female respondents were also in that level. In the neutral category, there were 6(4%) of male respondents whereas the percentage of female respondents was 2.66 (4). There were no male or female respondents who were in the level of unfavourable and most unfavourable attitude towards teaching profession.

**4.2.2 Percentage of secondary school teachers of Lunglei District, Mizoram in the continuum of level of teaching profession, classified according to school management**

The following table shows the attitude level of secondary school teachers towards teaching profession classified according to school management.

Table No. 4.8

Percentage of secondary school teachers of Lunglei District, Mizoram in the continuum of level of teaching profession, classified according to school management

Levels of Attitude (Continuum)	Government		Private	
	No. of respondents	Percentage	No. of respondents	Percentage
Most Favourable	4	2.66	2	1.33
Favourable	66	44	68	45.33
Neutral	5	3.33	5	3.33
Unfavourable	0	0	0	0
Most Unfavourable	0	0	0	0

A perusal of the table No.4.8 shows that there were differences in the percentage of government and private secondary school teachers on their level of attitude towards teaching profession. Among the government school respondents, 4(2.66%) were in the level of most favourable attitude towards teaching profession whereas 2(1.33%) of private school respondents were in this level. 66(44%) of government school respondents were in the level of favourable attitude towards teaching profession whereas 68(45.33%) of private school respondents were in the same level. It was found that 5 (3.33%) both from government school and private school respondents were neutral in their attitude towards teaching profession. There were no respondents from government school or private school in the level of unfavourable or most unfavourable attitude towards teaching profession.

**4.2.3 Attitude level of secondary school teachers of Lunglei District, Mizoram towards teaching profession, classified according to length of service.**

The following table shows the attitude of secondary school teachers towards teaching profession classified according to length of service.

Table No. 4.9

Attitude level of secondary school teachers of Lunglei District, Mizoram towards Teaching Profession, classified according to length of service

Levels of Attitude (Continuum)	Below 10 yrs		10-20 yrs		More than 20 yrs	
	Respondents	Percentage	Respondents	Percentage	Respondents	Percentage
Most Favourable	2	1.33	4	2.66	0	0
Favourable	60	40	41	27.33	33	22
Neutral	6	4	4	2.66	0	0
Unfavourable	0	0	0	0	0	0
Most Unfavourable	0	0	0	0	0	0

A perusal of the table No.4.9 shows that there are differences in percentage of teaching experience in secondary school teachers on their level of attitude towards teaching profession. Among the respondents from below 10 yrs of teaching experiences, 2(1.33%) were in the level of most favourable attitude towards teaching profession while 4(2.66%) of respondents from 10-20 yrs of teaching experiences were in this level whereas there were no respondents from more than 20 yrs of teaching experience in that level. 60(40%) from below 10 yrs teaching experiences of respondents were in the level of favourable attitude towards teaching profession while 41(27.33%) from 10-20 yrs teaching experiences of respondents were in that level and 33(22%) from more than 20 yrs teaching experiences of respondents were in that level. 6(4%) from below 10 yrs teaching experiences of respondents were in the level of neutral attitude towards teaching profession whereas 4(2.66%) from 10-20 yrs teaching experiences and no respondents

from more than 20 yrs teaching experiences. In the level of unfavourable and most unfavourable attitude towards teaching profession, there were no respondents from below 10 yrs, 10-20 yrs and more than 20 years teaching experiences of secondary school teachers of Lunglei District, Mizoram.

#### 4.2.4 Percentage of secondary school teachers of Lunglei District, Mizoram in the continuum of level attitude towards teaching profession, classified according to location

The following table shows the level of attitude of secondary school teachers towards teaching profession classified according to location.

Table No. 4.10

Percentage of secondary school teachers of Lunglei District, Mizoram in the continuum of attitude towards teaching profession, classified according to Location

Levels of Attitude (Continuum)	Urban		Rural	
	Respondents	Percentage	Respondents	Percentage
<b>Most Favourable</b>	3	2	3	2
<b>Favourable</b>	93	62	41	27.33
<b>Neutral</b>	4	2.66	6	4
<b>Unfavourable</b>	0	0	0	0
<b>Most Unfavourable</b>	0	0	0	0

A perusal of the table No.10 shows that there are differences in percentage of rural and urban secondary school teachers on their level of attitude towards teaching profession. Among the rural school respondents,3(2%) were in the level of most favourable attitude towards teaching profession and the same percent (2%) of respondents from urban schools were also in this level. 93(62%) from rural schools were in the category of favourable attitude towards teaching profession while 41(27.33%) teachers from urban school were also in the same level. In the neutral category, there were 4(2.66%) of respondents from rural schools whereas there were 6(4%) of urban school respondents were also neutral in their attitude towards teaching profession. None of the respondents in urban or rural schools were in the level of unfavourable and most unfavourable attitude towards teaching profession.

### **4.3 Significance of difference between various categories of secondary school teachers of Lunglei District, Mizoram in their attitude towards teaching profession**

To compare the attitude of secondary school teachers of Lunglei District, Mizoram, towards teaching profession with regards to gender, school management, length of service and location, the mean, standard deviation, standard error of mean deviation of the scores were calculated. 't' test was then applied for testing significance of the mean differences and the detail results is shown in the following -

#### **4.3.1 Significance of difference between male and female secondary school teachers of Lunglei District, Mizoram towards teaching profession**

The following table shows the gender difference in attitude towards teaching profession of respondents.

Table No. 4.11

Differences in the attitude of secondary school teachers towards teaching profession with regard to gender

<b>Gender</b>	<b>N</b>	<b>MEAN</b>	<b>SD</b>	<b>SE<sub>D</sub></b>	<b>t Value</b>	<b>Significance level</b>
Male	84	36.94	6.85	1.44	20.5	Significant at .01 and .05
Female	66	66.50	9.9			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.11 shows that the calculated 't' value 20.5 is higher than the criterion 't' value at .01 level (2.61) and .05 level (1.98) of confidence for 148 df. This means that the difference in the attitude of male and female secondary school teachers towards teaching profession is significant at .01 level and .05 level and the null hypothesis is rejected. At the same time, the mean of the female teachers(66.05) is greater than the mean score of male teachers which is 36.94.

### 4.3.2 Significance of difference between teachers of government secondary schools and teachers of private secondary school of Lunglei District, Mizoram towards teaching profession

The following table shows difference between teachers belonging to different school management in their attitude towards teaching profession.

Table No. 4.12

Differences in the attitude of secondary school teachers towards teaching profession with regard to school management

Management	Respondents	MEAN	SD	$SE_D$	t Value	Significant level
Private	75	49.14	5.9	1.02	1.56	Not Significant
Government	75	50.74	6.7			

A perusal of the table No. 4.12 shows that the 't' value 1.56 is much lower than the criterion 't' value both at .01 level (2.61) and .05 level (1.98) of confidence for 148 df. This means that secondary school teachers of both government and private schools did not differ in their attitude towards teaching profession, thus the hypothesis in this regard is accepted. However, government secondary school teachers whose mean score of 50.47 is a little higher than the mean score of private secondary school teacher which is 49.14.

### 4.3.3 Significance of difference among secondary school teachers of Lunglei District, Mizoram in their attitude towards teaching profession in relation to their teaching experience

The following table shows the difference in attitude of secondary school teachers of Lunglei District towards teaching profession in relation to their length of service.

Table No. 4.13

Differences in the attitude of secondary school teachers towards teaching profession with regard to teaching experience

Length of service	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Below 10 years	68	49.16	5.4	Below 10 yrs and 10-20 yrs		Significant at .05 level
				1.05	2.31	
10-20 years	49	51.59	5.8	10-20 yrs and more than 20 yrs		Not significant
				35.03	0.23	
More than 20 years	33	59.78	7.25	Below 10 yrs and more than 20 yrs		Significant at .01 and .05 level
				1.42	7.04	

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.13 shows that the calculated 't' value 2.31 between teachers having an experience less than 10 years and those having 10-20 years of teaching experiences is higher than the criterion 't' value at .05 level (1.98) of confidence for 115df. This means that the difference between the attitude of secondary school teachers of Lunglei District, having less than 10 years teaching experience and having 10 – 20 years teaching experience is significant at .05 level. Thus the hypothesis made in this regard is rejected. At the same time, the 't' value 0.23 between teachers having 10-20 years and more than 20 years teaching experience is lower than the criterion 't' value both at .01 level (2.64) and .05 level (1.99) of confidence for 80df which means that the difference between these two categories of teachers is not significant and the hypothesis is accepted. The calculated 't' value for the mean differences of teachers



having an experience of less than 10 years and more than 20 years of teaching is 7.04 which is higher than the criterion 't' value at both .01 level (2.63) and .05 level (1.98) of confidence for 99df. This means that mean difference between these two categories of secondary school teachers of Lunglei District, in their attitude towards teaching profession is significant thus the null hypothesis is rejected.

#### 4.3.4 Significance of difference between the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching Profession with regard to their locations

The following table shows difference in attitude between secondary school teachers of Lunglei District, towards teaching profession, based on their location

Table No. 4.14

Differences in the attitude of secondary school teachers towards teaching profession with regard to location

Location	Respondents	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Urban	100	50.45	5.55	0.97	1.56	Not Significant
Rural	50	48.93	5.7			

A perusal of the table No. 4.14 shows that the calculated 't' value 1.56 is lower than criterion 't' value at .01 level (2.61) and .05 level (1.98) of confidence for 148 df. This means that secondary school teachers in their attitude towards teaching profession with regard to location is not significant at .01 level and .05 level of confidence for 148 df and the null hypothesis is accepted

#### 4.3.5 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards teaching profession with regard to school management

The following table shows the gender difference of school management in their attitude towards teaching profession of respondents.

Table No. 4.15

Difference in attitude towards teaching profession with regard to sex in relation to school management.

<b>Gender (Management)</b>	<b>N</b>	<b>MEAN</b>	<b>SD</b>	<b>SE<sub>D</sub></b>	<b>t Value</b>	<b>Significant level</b>
Male (private)	41	70.41	8.70	1.74	0.54	Not Significant
Female (private)	34	81.87	6.6			
Male (government)	43	45.96	4.91	2.06	0.11	Not Significant
Female (government)	32	10.18	5.95			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.15 shows that the calculated 't' value 0.54 is lower than the criterion 't' value at .01 level (2.64) and .05 level (1.99) of confidence for 73 df. This means that male and female secondary school teachers in their attitude towards teaching profession with regard to private managed school is not significant at .01 level and .05 level of confidence for 73 df and null hypothesis is accepted. Similarly, the calculated 't' value 0.11 is lower than the criterion 't' value at .01 level (2.64) and .05 level (1.99) of confidence for 73 df. This means that male and female secondary school teachers in their attitude towards teaching profession with regard to government managed school is not significant at .01 level and .05 level of confidence for 73 df and null hypothesis is accepted.

### 4.3.6 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards teaching profession with regard to teaching experience

The following table shows the gender difference of teaching experiences in their attitude towards teaching profession of respondents.

Table No. 4.16

Difference in attitude towards teaching profession with regard to sex in relation to teaching experience

Gender (teaching experience)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Male (below 10 years)	40	30.79	6.45	1.67	0.56	Not significant
Female (below 10 years)	28	45.72	6.95			
Male (10-20 years)	25	33.81	7.35	2.12	0.05	Not significant
Female (10-20 years)	24	30.80	7.45			
Male (more than 20 years)	19	51.92	7.8	2.32	0.18	Not significant
Female (more than 20 years)	14	45.33	5.45			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.16 shows that the calculated 't' value 0.56 between male and female teachers having an experience less than 10 years is lower than the criterion 't' value at .01 level (2.65) and .05 level (2.00) of confidence for 66 df. This means that secondary school teachers in their attitude towards teaching profession between between male and female teachers having an experience less than 10 years of teaching is not significant at .01 level and .05 level of confidence for 66 df and null hypothesis is accepted. Similarly, the 't' value 0.05 between male and female teachers having an experience 10 – 20 years is lower than the criterion 't' value .01 level (2.68) and

.05 level (2.01) of confidence for 47 df. It also means that secondary school teachers in their attitude towards teaching profession between male and female teachers having an experience 10 – 20 years of teaching is not significant at any level and null hypothesis is accepted and the calculated 't' value 0.18 between male and female teachers having an experience more than 20 years is lower than the criterion 't' value at .01 level (2.72) and .05 level (2.03) of confidence for 31 df. This means that secondary school teachers in their attitude towards teaching profession between male and female teachers having an experience more than 20 years of teaching experiences is not significant at .01 level and .05 level of confidence for 31 df and null hypothesis is accepted.

#### **4.3.7 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards teaching profession with regard to location**

The following table shows the gender difference of locations in their attitude towards teaching profession of respondents.

Table No. 4.17

Difference in attitude towards teaching profession with regard to sex in relation to locale.

<b>Gender (location)</b>	<b>N</b>	<b>MEAN</b>	<b>SD</b>	<b>SE<sub>D</sub></b>	<b>t Value</b>	<b>Significant level</b>
Male (rural)	30	48.26	5.8	2.12	0.15	Not significant
Female (rural)	20	45.29	8.15			
Male (urban)	54	39.88	6.25	1.39	0.18	Not significant
Female (urban)	46	27.12	7.40			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.17 shows that the calculated 't' value 0.15 between male and female of rural secondary teachers is lower than the criterion 't' value at .01 level (2.68) and .05 level (2.01) of confidence for 48 df. This means that secondary school teachers in their attitude towards teaching profession between male and female of rural secondary school teachers is not significant at .01 level and .05 level of confidence for 48 df and null

hypothesis is accepted. Similarly, the calculated 't' value 0.18 between male and female of urban secondary school teachers is lower than the criterion 't' value .01 level (2.63) and .05 level (1.98) of confidence for 98 df. It also means that secondary school teachers in their attitude towards teaching profession between male and female of urban secondary school teachers is not significant at any level and null hypothesis is accepted.

#### 4.3.8 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to gender

The following table shows school management difference of gender in their attitude towards teaching profession of respondents.

Table No. 4.18

Difference in attitude towards teaching profession with regard to school management in relation to different gender

School Management (gender)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Private(male)	41	44.41	5.75	1.39	1.44	Not Significant
Government (male)	43	53.96	8.65			
Private(female)	34	38.87	6.95	2.31	0.87	Not Significant
Government (female)	32	42.18	9.95			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.18 shows that the calculated 't' value 1.44 is lower than the criterion 't' value at .01 level (2.63) and .05 level (1.99) of confidence for 82 df. This means that private and government of male secondary school teachers in their attitude towards teaching profession with is not significant at .01 level and .05 level of confidence for 82 df and null hypothesis is accepted. Similarly, the calculated 't' value 0.87 lower than the criterion 't' value at .01 level (2.65) and .05 level (2.00) of confidence for 64 df. This means that private and government of female secondary school teachers in their attitude towards teaching profession is not significant at .01 level and .05 level of confidence for 64 df and null hypothesis is accepted.

### 4.3.9 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to teaching experience

The following table shows school management difference of teaching experience in their attitude towards teaching profession of respondents.

Table No. 4.19

Difference in attitude towards teaching profession with regard to school management in relation to different teaching experience

School management (teaching experience)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Private(below 10 years)	20	22.20	6.6	2.47	0.54	Not significant
Government ( below 10 years)	15	20.53	7.65			
Private (10-20 years)	30	41.41	7.35	1.47	0.09	Not significant
Government (10-20 years)	25	24.08	7.15			
Private (more than 20 years)	25	23.41	7.75	2.32	0.18	Not significant
Government (more than 20 years)	35	3.46	6.95			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.19 shows that the calculated 't' value 0.54 between private and government having less than 10 years of teaching experiences is lower than the criterion 't' value at .01 level (2.72) and .05 level (2.03) of confidence for 33 df. This means that secondary school teachers in their attitude towards teaching profession between private and government having less than 10 years of teaching experiences is not significant at .01 level and .05 level of confidence for 33 df and null hypothesis is accepted. Similarly, the 't' value 0.09 between private and government having 10-20 years is lower than the criterion 't' value .01 level (2.66) and .05 level (2.00) of

confidence for 58 df. It also means that secondary school teachers in their attitude towards teaching profession between private and government having 10-20 years of teaching experiences is not significant at any level and null hypothesis is accepted and the calculated 't' value 0.18 between private and government having more than 20 years of teaching experiences is also lower than the criterion 't' value at .01 level (2.66) and .05 level (2.00) of confidence for 58 df. This means that secondary school teachers in their attitude towards teaching profession between private and government having more than 20 yrs of teaching experiences is not significant at .01 level and .05 level of confidence for 58 df and null hypothesis is accepted.

#### 4.3.10 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to location

The following table shows school management difference of location in their attitude towards teaching profession of respondents.

Table No. 4.20

Difference in attitude towards teaching profession with regard to school management in relation to different location

School management (location)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Private (rural)	25	35.77	6.6	7.06	0.08	Not significant
Government (rural)	25	31.72	6.6			
Private (urban)	50	46.37	5.85	1.18	0.94	Not significant
Government (urban)	50	45.26	5.65			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.20 shows that the calculated 't' value 0.08 between private and government of rural secondary school teachers is lower than the criterion 't' value at .01 level (2.68) and .05 level (2.01) of confidence for 48 df. This means that secondary school teachers



in their attitude towards teaching profession between private and government of rural secondary school teachers is not significant at .01 level and .05 level of confidence for 48 df and their hypothesis is accepted. Similarly, the calculated 't' value 0.94 between private and government of Urban secondary school teachers is lower than the criterion 't' value .01 level (2.63) and .05 level (1.98) of confidence for 98 df. It also means that secondary school teachers in their attitude towards teaching profession between private and government of urban secondary school teachers is not significant at any level and null hypothesis is accepted.

**4.3.11 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards teaching profession with regard to gender**

The following table shows length of service difference of gender in their attitude towards teaching profession of respondents.

Table No. 4.21

Difference in attitude towards teaching profession with regard to length of service in relation to different gender

<b>Length of service (gender)</b>	<b>N</b>	<b>MEAN</b>	<b>SD</b>	<b>SE<sub>D</sub></b>	<b>t Value</b>	<b>Significant level</b>
Below 10 years (male and female)	68	44.18	6.45	1.79	0.12	Not significant
10-20 years (male and female)	49	30.81	7.35			
10-20 years (male and female)	49	38.81	7.35	2.11	0.08	Not significant
More than 20 years (male and female)	33	47.09	7.8			
Below 10 years (male and female)	68	49.18	6.45	2.32	0.18	Not significant
More than 20 years (male and female)	33	41.09	7.8			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.21 shows that the calculated 't' value 0.12 between having less than 10 years and having 10-20 years of male and female secondary school of teaching experiences is lower than the criterion 't' value at .01 level (2.62) and .05 level (1.98) of confidence for 115 df. This means that secondary school teachers in their attitude towards teaching profession between having less than 10 years and having 10-20 years of male and female secondary school of teaching experiences is not significant at .01 level and .05 level of confidence for 115 df and null hypothesis is accepted. Similarly, the 't' value 0.08 between having 10-20 years and having more than 20 years of male and female secondary school of teaching experiences is lower than the criterion 't' value .01 level (2.64) and .05 level (1.99) of confidence for 80 df. It also means that secondary school teachers in their attitude towards teaching profession between having 10-20 years and having more than 20 years of male and female secondary school of teaching experiences is not significant at any level and their hypothesis is accepted and the calculated 't' value 0.18 between having less than 10 years and having more than 20 years of male and female secondary school of teaching experiences is also lower than the criterion 't' value at .01 level (2.63) and .05 level (2.98) of confidence for 99 df. This means that secondary school teachers in their attitude towards teaching profession between having less than 10 years and having more than 20 years of male and female secondary school of teaching experiences is not significant at .01 level and .05 level of confidence for 99 df and null hypothesis is accepted.

#### 4.3.12 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards teaching profession with regard to school management

The following table shows length of service difference of school management in their attitude towards teaching profession of respondents

Table No. 4.22

Difference in attitude towards teaching profession with regard to length of service in relation to different school management

<b>Length of service (school management)</b>	<b>N</b>	<b>MEAN</b>	<b>SD</b>	<b>SE<sub>D</sub></b>	<b>t Value</b>	<b>Significant level</b>
Below 10 years (private and government)	35	30.78	3.83	1.89	0.44	Not significant
10-20 years (private and government)	55	64.57	5.17			
10-20 years (private and government)	55	69.57	5.17	2.63	1.09	Not significant
More than 20 years (private and government)	60	76.53	4.77			
Below 10 years (private and government)	40	43.78	3.83	3.12	2.18	Not significant
More than 20 years (private and government)	60	78.53	4.77			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.22 shows that the calculated 't' value 0.44 between having less than 10 years and having 10-20 years of private and government secondary school of teaching experiences is lower than the criterion 't' value at .01 level (2.63) and .05 level (1.99) of confidence for 88 df. This means that between having less than 10 years and having 10-20 years of private and government secondary school of teaching experiences is not significant at .01 level and .05 level of confidence for 88 df and null hypothesis is accepted. Similarly, the 't' value 1.09 between having 10-20 years and having more than 20 years of private and government secondary school of teaching experiences is lower than the criterion 't' value .01 level (2.62) and .05 level (1.98) of confidence for 113 df. It also means that between having 10-20 years and having more than 20 years of private and government secondary school of teaching experiences is not significant at any level and null hypothesis is accepted and the calculated 't' value 2.18 between having less than 10 years and having more than 20 years of private and government secondary school of teaching experience is lower than the criterion 't' value at .01 level (2.62) and .05 level (1.98) of confidence for 98 df. This means that between having less than 10 years and having more than 20 years of private and government secondary school of teaching experience is not significant at .01 level and .05 level of confidence for 98 df and null hypothesis is accepted.

### 4.3.13 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards teaching profession with regard to location

The following table shows length of service difference of locations in their attitude towards teaching profession of respondents.

Table No. 4.23

Difference in attitude towards teaching profession with regard to length of service in relation to different locations

Length of service (locations)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Below 10 years (rural and urban)	45	40.18	6.44	2.98	1.10	Not significant
10-20 years (rural and urban)	54	39.81	8.52			
10-20 years (rural and urban)	54	34.81	8.52	3.01	0.81	Not significant
More than 20 years (rural and urban)	51	47.09	5.09			
Below 10 years (rural and urban)	45	40.18	6.44	4.21	1.97	Not Significant
More than 20 years (rural and urban)	51	39.09	5.09			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.23 shows that the calculated 't' value 1.10 between having less than 10 years and having 10-20 years of rural and urban secondary school is lower than the criterion 't' value at .01 level (2.69) and .05 level (2.02) of confidence for 43 df. This means that having less than 10 years and having 10-20 years of rural and urban secondary school is not significant at .01 level and .05 level of confidence for 43 df and null hypothesis is accepted. Similarly, the 't' value between having 10-20 years and having more than 20 years of rural and urban secondary school is lower than the criterion 't' value .01 level (2.66) and .05 level (2.00) of confidence for 52 df. It also

means that having 10-20 years and having more than 20 years of rural and urban secondary school is not significant at .01 level and .05 level and null hypothesis is accepted and the calculated 't' value 2.97 between having less than 10 years and having more than 20 years of rural and urban secondary school is also lower than the criterion 't' value at .01 level (2.68) and .05 level (2.01) of confidence for 49 df. This means that between having less than 10 years and having more than 20 years of rural and urban secondary school is not significant at .01 level and .05 level of confidence for 49 df and null hypothesis is accepted.

#### 4.3.14 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards teaching profession with regard to gender

The following table shows locations difference of gender in their attitude towards teaching profession of respondents.

Table No. 4.24

Difference in attitude towards teaching profession with regard to location in relation to different gender

Location (gender)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Rural (male)	30	48.26	5.8	1.37	0.28	Not significant
Urban (male)	54	35.88	5.8			
Rural (female)	20	20.29	8.15	1.74	0.09	Not significant
Urban (female)	46	54.12	7.40			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.24 shows that the calculated 't' value 0.28 between rural and urban of secondary school teacher is lower than the criterion 't' value at .01 level (2.63) and .05 level (1.99) of confidence for 82 df. This means that secondary school teachers in their attitude towards teaching profession between rural and urban of male secondary school teachers is not significant at .01 level and .05 level of confidence for 82 df and null

hypothesis is accepted. Similarly, the calculated 't' value 0.09 between rural and urban of female secondary school teachers is lower than the criterion 't' value .01 level (2.65) and .05 level (2.00) of confidence for 64 df. It also means that secondary school teachers in their attitude towards teaching profession between rural and urban of female secondary school teachers is not significant at any level and null hypothesis is accepted.



#### 4.3.15 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to school management

The following table shows locations difference of school management in their attitude towards teaching profession of respondents.

Table No. 4.25

Difference in attitude towards teaching profession with regard to location in relation to different school management

Location (school management)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Rural (private)	25	37.77	6.6	8.06	1.08	Not significant
Urban (private)	50	45.37	5.85			
Rural (government)	25	32.72	6.6	2.19	1.94	Not significant
Urban (government)	50	67.26	5.65			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.25 shows that the calculated 't' value 3.08 between rural and urban of private secondary school teachers is lower than the criterion 't' value at .01 level (2.64) and .05 level (1.99) of confidence for 73 df. This means that secondary school teachers in their attitude towards teaching profession between rural and urban of private secondary school teachers is not significant at .01 level and .05 level and null hypothesis is accepted. Similarly, the calculated 't' value 1.94 between rural and urban of government secondary school teachers is lower than the criterion 't' value .01 level (2.64) and .05 level (1.99) of confidence for 73 df. It also means that secondary school teachers in their attitude towards teaching profession between rural and urban of government is not significant at any level and null hypothesis is accepted.

#### 4.3.16 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards teaching profession with regard to teaching experience

The following table shows locations difference of teaching experience in their attitude towards teaching profession of respondents.

Table No. 4.26

Difference in attitude towards teaching profession with regard to location in relation to different teaching experience

Location (teaching experience)	N	MEAN	SD	SE <sub>D</sub>	t Value	Significant level
Rural (below 10 yrs)	15	21.69	6.75	1.67	0.33	Not significant
Urban (below 10 years)	30	49.09	6.5			
Rural (10-20 years)	18	23.15	5.45	2.15	1.81	Not significant
Urban (10-20 years)	36	45.08	7.15			
Rural (more than 20 years)	17	20.99	7.75	4.31	1.90	Not significant
Urban (more than 20 years)	34	40.91	6.95			

The above table shows a comparative analysis of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. A perusal of the table No. 4.26 shows that the calculated 't' value 0.33 between rural and urban secondary school teachers having less than 10 years is lower than the criterion 't' value at .01 level (2.69) and .05 level (2.02) of confidence for 43 df. This means that secondary school teachers in their attitude towards

teaching profession between rural and urban having less than 10 years of teaching experiences is not significant at .01 level and .05 level of confidence for 43 df and null hypothesis is accepted. Similarly, the 't' value 1.81 between rural and urban of secondary school teachers having 10-20 years is lower than the criterion 't' value .01 level (2.66) and .05 level (2.00) of confidence for 52 df. It also means that secondary school teachers in their attitude towards teaching profession between rural and urban having 10-20 years of teaching experiences is not significant at any level and null hypothesis is accepted and the calculated 't' value 1.90 between rural and urban secondary school teachers having more than 20 years of teaching experience is also lower than the criterion 't' value at .01 level (2.68) and .05 level (2.01) of confidence for 49 df. This means that secondary school teachers in their attitude towards teaching profession between rural and urban having more than 20 years is not significant at .01 level and .05 level of confidence for 49 df and null hypothesis is accepted.

## **CHAPTER – V**

### **SUMMARY, MAJOR FINDINGS, DISCUSSIONS, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSION**

## CHAPTER V

### SUMMARY, MAJOR FINDINGS, DISCUSSIONS, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSION

This chapter deals with the summary, major findings, discussions and recommendations for further studies. This chapter is divided into four sections, as follows:

#### **5.1 SUMMARY OF THE STUDY**

##### **5.1.1 INTRODUCTION:**

Education plays a very important role in any country both advanced and backward alike. No country can dream of increasing the socio-economic status of its population without a strong educational system. Hence, there is a need for improving the quality of education of all levels. Teachers are the most important factors in the reconstruction of education. But teaching is not everybody's cup of tea as Ruskin (1819-190) says, 'Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting, by praise, but above all by exercise'.

Attitude means a partiality or an affection to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, motivation and return. Attitude is a mental set or disposition, readiness to respond and the psychological basis of attitudes, their permanence, their learned nature and their evaluative character (Miriam Webster 1828). Attitudes are not just passive result of past experience; instead they impel behaviour and guide its form and manner. Thurstone (1948) has defined attitude as the degree of positive or negative effect associated with some psychological object.

The level of responsibility of a person towards his profession is greatly determined by his attitude towards the profession. One's attitude towards one's profession is likely to have

big influence on his/her performance. The same is true for teaching profession also. Teaching profession is one of the professions involving interactions with large number of individuals. Teachers, particularly secondary teachers are responsible for developing younger minds and enabling them to realize their fullest ability and potential. A teacher's attitude towards his profession will have an effect not only on his students, but also on his performance. Teachers having positive attitude would be able to create a favourable and enriching atmosphere for themselves as well as their students. On the other hand, if teachers have negative attitude towards their profession, it would lead to unpleasant situation which will make teaching an annoying work and make the atmosphere unfavourable for students' learning.

It is well known that the quality and extent of learner achievement are determined primarily by teachers' competence, sensitivity and teacher motivation where the attitude of teachers is concerned towards their profession. Teaching is not merely standing before a class and transacting knowledge using some specific skills. It is not just presenting text-book information and then examining the students' ability to repeat or reproduce it. There is no one absolute formula for transformation of knowledge from the teachers' mind to associate the pupils. Teaching is not a mechanical or technical job which can be finished or a goal achieved within certain stipulated period of time. It is an intricate, exacting and challenging task demanding a complex process to which a teacher must always pay attention. A teachers' task is concerned with the development of the whole child- intellectual, emotional, social, and spiritual and in some degree, physical where the attitude of a teacher towards the profession plays a significant factor.

For the purpose of this study, attitude towards teaching can be defined as 'teacher's feelings and thinking about his profession which includes the pupils, the classroom processes and the whole amount of school work'. This implies the human interpersonal relationship between teachers and their pupils in the school and classroom settings. It is assumed that teachers with good disposition towards their pupils always exhibits positive attitude, while those teachers with a poor disposition towards their pupils possess negative attitude.

### **5.1.2 RATIONALE OF THE STUDY:**

Teachers attitude towards their profession have an effect on their performance or attempt. The quality of education is directly related to the quality of instruction. Teachers are important instruments for achieving better and more qualitative education. He or she is required to have a higher professionalism because of rapidly changing circumstances,

nowadays education change with the change in the need and expectations of the society. So, teachers are expected to use the best practices, new policies and strategies to meet the challenging demand of their career, which involves imparting knowledge and developing essential and intrinsic skills in the students. A teacher is expected to not only master the subject and various methods of teaching but also to show that he is capable of selecting the various study materials according to the teaching goals and varied group of students. He or she must also possess the potentials to create a learning environment for the students. A good teacher is expected to be committed to his work and have an ability to take the initiative (Sparks, 1979).

An attitude towards profession means a person's feelings, behaviour and commitment to the profession or job. Quality of teachers depends upon the success of any system or method of education. If a teacher is committed and have positive attitude towards teaching either in his or her job, then it is surely true that his or her performance will be outstanding and his or her efforts will be flourishing when he or she works in the teaching field. Teaching is observed as a difficult profession than other profession among people. Attitude of teachers play an essential role in the teaching profession as negative attitude of a teacher can have a negative impact on one's teaching whereas positive attitude of a teacher is likely to have a positive impact not only on their students but also on their performance. If a teacher does not feel satisfied in his or her profession, it would clearly effect the lesson, teaching, education and the behaviour of the students which would in turn affect the society and the whole nation, since the students are the future of the nation.

An effort is therefore made to assess the attitude of secondary school teachers towards teaching profession. The research scholar after going through research studies in this area or field, believed that since secondary school teachers are the nurturers of adolescents and youths who will be the future leaders of the society, it is important to study their attitude towards the teaching profession which is likely to affect the whole education process at the secondary level of education.

### **5.1.3 STATEMENT OF THE PROBLEM:**

The problem of the present study is formulated as,

## **“Attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession”.**

### **5.1.4 OBJECTIVES OF THE STUDY:**

1. To find out the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.
2. To compare the attitude of Male and Female Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.
3. To compare the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession based on School Management.
4. To compare the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession on the basis of length of service.
5. To compare the attitude of Secondary School Teachers of Lunglei District towards Teaching Profession based on locale.

### **5.1.5 METHOD OF THE STUDY:**

The present study mainly adopts descriptive survey study aiming to determine the attitudes of government and private secondary school teachers. The variable studied was attitude of government and private secondary school teachers towards teaching profession in relation to: gender, length of service, school management and location.

### **5.1.6 POPULATION OF THE STUDY:**

Since the present investigation is concerned with the study of attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. Therefore, the population for the present study consisted of all Secondary School Teachers teaching in government and purely private High Schools of Lunglei District.

### **5.1.7 SAMPLE OF THE STUDY:**

The sample for the present study consisted of 150 secondary school teachers. Sampling was done by cluster sampling method by using schools as unit of the sample which were selected randomly. Stratified method was also employed to ensure equal proportions of



government and purely private secondary school teachers as well as male and female secondary school teachers.

#### **5.1.8 TOOLS USED FOR THE PRESENT STUDY:**

For the purpose of finding out the attitude of Secondary School Teachers of Lunglei District, Mizoram towards teaching profession, the investigator was used Teacher Attitude Scale (TAS) developed by Dr. J. C. Goyal (1984).

The purpose of the scale is to measure the attitudes of practicing and prospective teachers towards teaching profession, the scale has been specifically developed for secondary school teachers but it can be used very well for elementary and pre-primary level also. It is a scale consisting of 22 items. It has been developed by Thurstone techniques of attitudes scale construction. It measures attitudes towards the profession of teaching.

In the psychological continuum, the attitude scores of all the subjects were distributed in different categories of most favourable, favourable, neutral, unfavourable and most unfavourable attitude. Attitude score of (0-2.9) is in the category of most favourable, (3-4.9) it is in the category of favourable, (5-5.9) is in the category of neutral, (6-6.9) is in the category of unfavourable, and (7-8.9) is in the category of most unfavourable.

Reliability:

The Split-half reliability of teacher's attitude towards teaching was found to be 0.90 by Pearson Product- Moment Correlation method.

Validity:

Content Validity of teachers' attitude towards teaching was found to be 0.78. The validity of the scale was also determined by self-rating by subjects on a graphic continuum of the scale.

The author of Teacher Attitude Scale mentioned some usefulness of the scale as follows:

1. The teacher attitude scale (TAS) has a high reliability and validity.
2. It concentrates only on one aspect i.e. the attitude of teachers towards the profession of teaching taking into consideration various components of the profession.

3. The scale has been standardized on all India sample. It has been constructed by using Thurstone technique.
4. The scale is easy to administer and score.
5. It can be used to:
  - i) Measure attitude of secondary, elementary and pre-primary level teachers.
  - ii) Measure attitude of student teachers.
  - iii) Measure change in attitude of student teachers during the training.
  - iv) Compare attitude of different categories of teachers, types of teachers and teachers working in different types of schools and student teachers under training in different types of teacher training institutions.

These explanations help and support the results of present scale of teacher's attitudes towards teaching profession to be sufficiently valid for use of measuring teacher's attitude.

## **5.2 MAJOR FINDINGS OF THE STUDY:**

### **5.2.1 Attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.**

The attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession was studied through the application of Teacher Attitude Scale (TAS) developed by J.C Goyal, 1984.

1. Majority of secondary school teachers of Lunglei District, Mizoram taken as a whole are extremely satisfied with their profession from the average score of their attitude. Mean score of 150 respondents from secondary school teachers was 49.94 and the average attitude score was 2.97. It was found that secondary school teachers under investigation had most favourable attitude towards teaching profession.
2. On the basis of difference in gender, male and female secondary school teachers were satisfied with their profession as derived from the average score of in the attitude scale. Mean score of female secondary school teachers was 66.50 and the average attitude score was 3. Mean score of male secondary school teachers was 36.94 and the average attitude score was 2.95. Male teachers were found to possess most favourable attitude towards teaching profession. At the same time, female teachers were found to

possess favourable attitude towards teaching profession. The result revealed that the mean score of female teachers was found to be higher than the male teachers.

3. On the basis of difference in school management, private and government secondary school teachers were also satisfied with their profession as was seen from their average score. Mean score of private secondary school teachers was 50.74 and the average attitude score towards their teaching profession was 2.98. Mean score of government secondary school teachers was 2.96 and the average attitude score was 49.14. Both Private and government school teachers were found to possess most favourable attitude towards teaching profession. At the same time, the mean score of private school teachers was found to be higher than the government teachers.
4. On the basis of difference in teaching experiences, secondary school teachers were extremely satisfied with their profession which was concluded from the average score in the attitude scale. Mean score of teachers from below 10 years of teaching experiences was 59.78 and average attitude score towards their teaching profession was 2.94 whereas mean score of teachers having 10-20 years of teaching experience was 51.59 and the average attitude score was 2.99. At the same time, the mean score of teachers having more than 20 years of teaching experience was 49.16 and the average score was 3. This result revealed that teachers from having 10 years of teaching experiences possessed most favourable attitude and scored the highest level of favourable attitude while teachers having more than 20 years of teaching experience while possessing favourable attitude had the lowest level in terms of attitude towards teaching profession.
5. On the basis of difference in location, rural and urban secondary school teachers were also satisfied with their profession from the average score they obtained in the attitude scale. Mean score of rural secondary school teachers was 48.93 and the average attitude score towards their teaching profession was 1.47 whereas mean score of urban secondary school teachers was 50.45 and the average attitude score was 2.99. Both rural and urban teachers were found to possess most favourable attitude towards teaching profession. However, the mean score of urban school teachers was found to be higher than the rural school teachers.

### **5.2.2 Comparison of the attitude of Male and Female Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.**

It was found that Female Secondary School Teachers of Lunglei District, Mizoram were higher in their mean score which is 66.50 on the attitude scale which implied that they are lower in favourability continuum than the Male Secondary School Teachers whose mean score was 36.94. The mean score difference between the male and female secondary school teachers towards teaching profession was also found to be significant.

### **5.2.3 Comparison of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession based on school management.**

It was found that government secondary school teachers of Lunglei District, Mizoram were higher in their mean score which was 50.74 on the attitude scale than private secondary school teachers whose mean score of 49.14. However, it was a pleasure to find that both private and government secondary school teachers had most favourable attitude. The mean difference between private and government secondary school teachers towards teaching profession was also found to be not significant.

### **5.2.4 Comparison of the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession on the basis of length of service.**

It was found that secondary school teachers of Lunglei District, Mizoram having more than 20 years of teaching experience were highest in their mean score which is 59.78 on the attitude scale which implied that they were lowest in favourability continuum whereas secondary school teachers having an experience of less than 10 years had the lowest mean score of 49.16 which implied that they were highest in favourability continuum. Moreover, the mean difference between secondary school teachers of Lunglei District, Mizoram having teaching experiences less than 10 years and those having more than 20 years teaching experience was found to be significant.

### **5.2.5 Comparison of the attitude of Secondary School Teachers of Lunglei District towards Teaching Profession based on locale.**

It was found out that Urban Secondary School Teachers of Lunglei District, Mizoram were higher in their mean score of 50.45 which also implied that they are lower in favourability continuum than rural secondary school teachers who had a mean score of

48.93 on the attitude scale. The mean difference between Rural and Government Secondary School Teachers towards Teaching Profession was found to be not significant.

#### **5.2.6 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to school management**

The calculated 't' value for male and female teachers of private secondary schools in Lunglei District was 0.54 which meant that the difference between private secondary school teachers in their attitude towards teaching profession with regard to sex is not significant. At the same time, the calculated 't' value for male and female teachers of government secondary schools in Lunglei District which is 0.11 which also meant that the difference between government secondary school teachers in their attitude towards teaching profession with regard to sex is not significant.

#### **5.2.7 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to teaching experience**

The difference in the attitude score of male and female having an experience of less than 10 years of teaching was found to be not significant. At the same time it was also found that there was no significant difference between male and female secondary school teachers of Lunglei District having an experience of 10 to 20 years as well as those having more than 20 years of teaching experience.

#### **5.2.8 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to location**

The calculated 't' value for mean difference of male and female teachers when compared on the basis of location revealed that there was no significant difference between male and female secondary school teachers of both urban and rural areas in their attitude towards teaching profession.

#### **5.2.9 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to gender**

It was found that there was no significant difference between the attitude of male teachers of private and government secondary schools of Lunglei District in their attitude towards teaching profession. At the same time, the difference between female teachers of private and government secondary schools in their attitude towards teaching profession was also found to be not significant.

#### **5.2.10 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to teaching experience**

There was no significant difference between teachers of government and private secondary schools having an experience of less than 10 years in their attitude towards teaching profession. At the same time, among teachers having an experience of 10 – 20 years as well as more than 20 years also showed no significant difference in their attitude towards teaching profession.

#### **5.2.11 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to location**

There is no significant difference between teachers of government and private secondary schools of rural areas in their attitude towards teaching profession. The same finding of no significant difference is also found with teachers of government and private secondary schools of rural areas in their attitude towards teaching profession.

#### **5.2.12 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards Teaching Profession with regard to gender**

No significant difference was found in the attitude among male and female secondary school teachers of Lunglei District when compared on the basis of their teaching experiences.

#### **5.2.13 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards Teaching Profession with regard to school management**

No significant difference was found in the attitude of secondary school teachers of both government and private schools Lunglei District when compared on the basis of their teaching experiences.

**5.2.14 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards Teaching Profession with regard to location**

No significant difference was found in the attitude of secondary school teachers of both rural and private locations of Lunglei District when compared on the basis of their teaching experiences.

**5.2.15 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to gender**

No significant difference was found in the attitude of male and female secondary school teachers of Lunglei District towards teaching profession when compared on the basis of their location.

**5.2.16 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to school management**

No significant difference was found in the attitude of secondary school teachers of government and private schools of Lunglei District towards teaching profession when compared on the basis of their location.

**5.2.17 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to teaching experience**

No significant difference was found in the attitude of secondary school teachers of Lunglei District having different levels of teaching experiences, towards teaching profession when compared on the basis of their location.

### **5.3 DISCUSSION**

1. It is a pleasure to find that teachers of secondary schools in Lunglei District had favourable attitude towards teaching profession. As teaching involves lots of activities, it is important that those who are in this profession should have positive or favourable attitude in order to do justice to their chosen profession. This finding of positive attitude also corresponds with the finding of Saran (1975) and Maheshwari (2014), but contradicts with the finding of Hussain et.al (2011).
2. Although there were differences in the mean score of the different categories of respondents, it was encouraging to find that the differences found were not significant and that the overall attitude was found to be favourable. This finding of non-significant difference is not in agreement with the findings of Prasad (2013) who found significant differences between gender but is also in agreement with the findings of Sharma (2016).
3. The finding that the attitude score of teachers having more experience was lower than those having less experience is something of concern. With more experience, it is expected that teachers must be having more favourable attitude towards their profession. The reason for the decline in favourableness of attitude towards teaching profession with teaching experience must be deliberated and discussed at appropriate levels. In contrast to this finding, Elena et.al (2016) found that teaching experience had nothing to do with favourable or unfavourable attitude towards teaching profession.

### **5.4 SUGGESTIONS FOR FURTHER STUDIES:**

As the present study was conducted covering a very limited area as well as objectives, the following suggestions are made for researchers interested to have further research on related topics and areas as follows:

1. Similar study on attitude of secondary school teachers towards teaching profession can be taken up on a larger scale covering more districts.



2. Comparative study of attitude towards teaching profession among different levels of education in Mizoram may be taken up.
3. Co-relational study on attitude towards teaching profession and job satisfaction may be taken up.
4. Attitude of prospective teachers towards teaching profession in relation to their academic achievement may be taken up.
5. A comparative study among teachers of various levels of education on their attitude towards teaching profession would be an important and interesting topic

### **5.5 CONCLUSION:**

From the present study, we can conclude that majority of secondary school teachers of Lunglei District, Mizoram taken as a whole are extremely satisfied with their profession. Teachers should be generally happy in their profession because teaching is an interesting job. The task of a teacher is tremendous and at the same time fruitful to the society as well as the nation. Without teachers, one cannot fathom what kind of education one will receive. Teachers are the mother and father of education for everybody, they are the ones who assist the youths to gain more knowledge so that they can live in a meaningful way. We should not ignore them, we should not insult them, instead we have to obey and respect them.

On the other hand, teacher effectiveness is the single most important school based factor in student success. If teachers are to be effective, their initial training will have to be effective. Due to this, the investigator considered the study of the attitude of secondary school teachers regarding their profession, whether they are interested in their profession or not as very important because teachers are very important for the students' future, since students are the future of the nation.



# **APPENDICES**

## APPENDIX – 1

### TEACHER ATTITUDE SCALE (TAS)

**Table of the Distribution of Attitude Score in Categories on the Psychological Continuum.**

Attitude Score	N	% to total	Category
0 – 2.9	44	14.7	Most favourable
3 – 4.9	209	69.6	Favourable
5 – 5.9	34	11.3	Neutral
6 – 6.9	8	2.7	Unfavourable
7 – 8.9	5	1.7	Most unfavourable

In the psychological continuum, the attitude scores of all the subjects were distributed in different categories of most favourable, favourable, neutral, unfavourable and most unfavourable attitude. Attitude score of (0 to 2.9) is in the category of most favourable, (3 to 4.9) it is in the category of favourable, (5 to 5.9) is in the category of neutral, (6 to 6.9) is in the category of unfavourable, and (7 to 8.9) is in the category of most unfavourable.

#### RELIABILITY

The Split-half reliability of teacher's attitude towards teaching was found to be 0.90 by Pearson Product- Moment Correlation method.

#### VALIDITY

Content Validity of teachers' attitude towards teaching was found to be 0.78. The validity of the scale was also determined by self-rating by subjects on a graphic continuum of the scale.

The author of Teacher Attitude Scale mentioned some usefulness of the scale as follows:

1. The teacher attitude scale (TAS) has a high reliability and validity.

2. It concentrates only on one aspect i.e. the attitude of teachers towards the profession of teaching taking into consideration various components of the profession.
3. The scale has been standardized on all India sample. It has been constructed by using Thurstone technique.
4. The scale is easy to administer and score.
5. It can be used to:
  - i) Measure attitude of secondary, elementary and pre-primary level teachers.
  - ii) Measure attitude of student teachers.
  - iii) Measure change in attitude of student teachers during the training.
  - iv) Compare attitude of different categories of teachers, types of teachers and teachers working in different types of schools and student teachers under training in different types of teacher training institutions.

These explanations help and support the results of present scale of teacher's attitude towards teaching profession to be sufficiently valid for use of measuring teachers attitude.

The fields in Teacher Attitude Scale were scored following the pattern suggested by the author of the scale. The scale consists of 22 statements. Each statement has been assigned a scale value. The attitude score of a subject is the sum total of the scale values of the statements ticked by the subject divided by the number of statements marked by him/her. It may be responded by the following formula:

$$Score = \frac{1+2+3+\dots+n}{N}$$

Where 1, 2, 3..... are the scale values of statements marked and N is the number of statements ticked.

Thus the mean attitude score of a subject is the average score value of the statements endorsed by him/ her. It is to be noted that a lower mean score indicates a favourable attitude and the higher score indicates unfavourable attitude of a subject.

## APPENDIX – II

### TEACHER ATTITUDE SCALE (TAS)

Dr. J.C Goyal, Reader in Education, NCERT, New Delhi 1984

#### INSTRUCTIONS

On the reverse of this, is given a list of statements about the teaching profession. The purpose of this scale is to have your answer regarding your feeling of satisfaction or dissatisfaction in the present profession. On the next pages, there are statements pertaining to your present profession. You are requested answer carefully, truly and frankly. Let your own experience and first reaction determine be used for any purpose other than research. I shall be very grateful to you for your early response.

Questionnaire to be used in the Secondary School of Lunglei District, Mizoram.

#### A – GENERAL INFORMATION:

Please put a tick mark  $\checkmark$  in the appropriate responses.

Name of School: .....

Gender:                      Male.....      Female.....

Age:                              Below 30..... 31- 40..... 41- 50..... above 50....

Qualification:              B.A..... B.Sc..... M.A..... M.Sc..... Others.....

Teaching Experiences:      Below 10 yrs..... 10-20 yrs..... more than 20 yrs.....

Medium of Instructions of the School: English..... Mizo.....

Type of School Management:              Government..... Private.....

Location:

Rural..... Urban.....

## **B – TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION**

Put the tick mark  $\surd$  in the cells provided on the right side of the statements with which you agree, or disagree.

	Agree	Disagree
1. Teachers are generally happy in their profession.	<input type="checkbox"/>	<input type="checkbox"/>
2. I pity those who aspire to become teachers.	<input type="checkbox"/>	<input type="checkbox"/>
3. There is no other profession better than teaching.	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers are not satisfied in their job.	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching profession is unattractive due to less promotional avenues in it.	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaching is an interesting job.	<input type="checkbox"/>	<input type="checkbox"/>
7. Teaching seems to be a popular profession.	<input type="checkbox"/>	<input type="checkbox"/>
8. Teaching is regarded as a respectable profession.	<input type="checkbox"/>	<input type="checkbox"/>
9. I regard teaching as the most miserable of all profession.	<input type="checkbox"/>	<input type="checkbox"/>
10. Teaching has usually unfits person in it.	<input type="checkbox"/>	<input type="checkbox"/>

11. Teaching is a noble profession.
12. Teaching now a days is like working in a business shop.
13. Teaching profession advocates impractical ideas about  
classroom teaching.
14. I shall not advice anyone to join the teaching profession.
15. Teaching develops personality of a person.
16. It is a curse to teach.
17. Teaching is meant for mediocre.
18. Teaching is likely to make one imaginative.
19. Persons from poor socio-economic background only  
like to teach.
20. Teaching is one of the best waysof serving people.
21. Teaching profession expects teachers to act ideally.
22. Teaching is the best rewarding profession.



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**ATTITUDE OF SECONDARY SCHOOL TEACHERS OF LUNGLEI  
DISTRICT, MIZORAM TOWARDS TEACHING PROFESSION**

An Abstract

Submitted in Partial Fulfillment for the Degree of  
Master of Philosophy in Education

By

**REBEK LALRAMTIAMI**

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## **ABSTRACT**

### **1. INTRODUCTION:**

Education plays a very important role in any country both advanced and backward alike. No country can dream of increasing the socio-economic status of its population without a strong educational system. Hence, there is a need for improving the quality of education of all levels. Teachers are the most important factors in the reconstruction of education. But teaching is not everybody's cup of tea as Ruskin (1819-190) says, 'Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting, by praise, but above all by exercise'.

Attitude means a partiality or an affection to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, motivation and return. Attitude is a mental set or disposition, readiness to respond and the psychological basis of attitudes, their permanence, their learned nature and their evaluative character (Miriam Webster 1828). Attitudes are not just passive result of past experience; instead they impel behaviour and guide its form and manner. Thurstone (1948) has defined attitude as the degree of positive or negative effect associated with some psychological object.

The level of responsibility of a person towards his profession is greatly determined by his attitude towards the profession. One's attitude towards one's profession is likely to have big influence on his/her performance. The same is true for teaching profession also. Teaching profession is one of the professions

involving interactions with large number of individuals. Teachers, particularly secondary teachers are responsible for developing younger minds and enabling them to realize their fullest ability and potential. A teacher's attitude towards his profession will have an effect not only on his students, but also on his performance. Teachers having positive attitude would be able to create a favourable and enriching atmosphere for themselves as well as their students. On the other hand, if teachers have negative attitude towards their profession, it would lead to unpleasant situation which will make teaching an annoying work and make the atmosphere unfavourable for students' learning.

It is well known that the quality and extent of learner achievement are determined primarily by teachers' competence, sensitivity and teacher motivation where the attitude of teachers is concerned towards their profession. Teaching is not merely standing before a class and transacting knowledge using some specific skills. It is not just presenting text-book information and then examining the students' ability to repeat or reproduce it. There is no one absolute formula for transformation of knowledge from the teachers' mind to associate the pupils. Teaching is not a mechanical or technical job which can be finished or a goal achieved within certain stipulated period of time. It is an intricate, exacting and challenging task demanding a complex process to which a teacher must always pay attention. A teachers' task is concerned with the development of the whole child- intellectual, emotional, social, and spiritual and in some degree, physical where the attitude of a teacher towards the profession plays a significant factor.

For the purpose of this study, attitude towards teaching can be defined as 'teacher's feelings and thinking about his profession which includes the pupils, the classroom processes and the whole amount of school work'. This implies the human interpersonal relationship between teachers and their pupils in the school

and classroom settings. It is assumed that teachers with good disposition towards their pupils always exhibits positive attitude, while those teachers with a poor disposition towards their pupils possess negative attitude.

## **2. RATIONALE OF THE STUDY:**

Teachers attitude towards their profession have an effect on their performance or attempt. The quality of education is directly related to the quality of instruction. Teachers are important instruments for achieving better and more qualitative education. He or she is required to have a higher professionalism because of rapidly changing circumstances, nowadays education change with the change in the need and expectations of the society. So, teachers are expected to use the best practices, new policies and strategies to meet the challenging demand of their career, which involves imparting knowledge and developing essential and intrinsic skills in the students. A teacher is expected to not only master the subject and various methods of teaching but also to show that he is capable of selecting the various study materials according to the teaching goals and varied group of students. He or she must also possess the potentials to create a learning environment for the students. A good teacher is expected to be committed to his work and have an ability to take the initiative (Sparks, 1979).

An attitude towards profession means a person's feelings, behaviour and commitment to the profession or job. Quality of teachers depends upon the success of any system or method of education. If a teacher is committed and have positive attitude towards teaching either in his or her job, then it is surely true that his or her performance will be outstanding and his or her efforts will be flourishing when he or she works in the teaching field. Teaching is observed as a difficult profession than other profession among people. Attitude of teachers play an essential role in

the teaching profession as negative attitude of a teacher can have a negative impact on one's teaching whereas positive attitude of a teacher is likely to have a positive impact not only on their students but also on their performance. If a teacher does not feel satisfied in his or her profession, it would clearly effect the lesson, teaching, education and the behaviour of the students which would in turn affect the society and the whole nation, since the students are the future of the nation.

An effort is therefore made to assess the attitude of secondary school teachers towards teaching profession. The research scholar after going through research studies in this area or field, believed that since secondary school teachers are the nurturers of adolescents and youths who will be the future leaders of the society, it is important to study their attitude towards the teaching profession which is likely to affect the whole education process at the secondary level of education.

### **3. STATEMENT OF THE PROBLEM:**

The problem of the present study is formulated as,

**“Attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession”.**

### **4. OBJECTIVES OF THE STUDY:**

1. To find out the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.
2. To compare the attitude of Male and Female Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.

3. To compare the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession based on School Management.
4. To compare the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession on the basis of length of service.
5. To compare the attitude of Secondary School Teachers of Lunglei District towards Teaching Profession based on locale.

## **5. METHOD OF THE STUDY:**

The present study mainly adopts descriptive survey study aiming to determine the attitudes of government and private secondary school teachers. The variable studied was attitude of government and private secondary school teachers towards teaching profession in relation to: gender, length of service, school management and location.

### **5.1 Population of the Study:**

Since the present investigation is concerned with the study of attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession. Therefore, the population for the present study consisted of all Secondary School Teachers teaching in government and purely private High Schools of Lunglei District.

## **5.2 Sample of the Study:**

The sample for the present study consisted of 150 secondary school teachers. Sampling was done by cluster sampling method by using schools as unit of the sample which were selected randomly. Stratified method was also employed to ensure equal proportions of government and purely private secondary school teachers as well as male and female secondary school teachers.

## **5.3 Tools Used for the Present Study:**

For the purpose of finding out the attitude of Secondary School Teachers of Lunglei District, Mizoram towards teaching profession, the investigator was used Teacher Attitude Scale (TAS) developed by Dr. J. C. Goyal (1984).

The purpose of the scale is to measure the attitudes of practicing and prospective teachers towards teaching profession, the scale has been specifically developed for secondary school teachers but it can be used very well for elementary and pre-primary level also. It is a scale consisting of 22 items. It has been developed by Thurstone techniques of attitudes scale construction. It measures attitudes towards the profession of teaching.

In the psychological continuum, the attitude scores of all the subjects were distributed in different categories of most favourable, favourable, neutral, unfavourable and most unfavourable attitude. Attitude score of (0 to 2.9) is in the category of most favourable, (3 to 4.9) it is in the category of favourable, (5 to 5.9) is in the category of neutral, (6 to 6.9) is in the category of unfavourable, and (7 to 8.9) is in the category of most unfavourable.

## Reliability:

The Split-half reliability of teacher's attitude towards teaching was found to be 0.90 by Pearson Product- Moment Correlation method.

## Validity:

Content Validity of teachers' attitude towards teaching was found to be 0.78. The validity of the scale was also determined by self-rating by subjects on a graphic continuum of the scale.

The author of Teacher Attitude Scale mentioned some usefulness of the scale as follows:

1. The teacher attitude scale (TAS) has a high reliability and validity.
2. It concentrates only on one aspect i.e. the attitude of teachers towards the profession of teaching taking into consideration various components of the profession.
3. The scale has been standardized on all India sample. It has been constructed by using Thurstone technique.
4. The scale is easy to administer and score.
5. It can be used to:
  - i) Measure attitude of secondary, elementary and pre-primary level teachers.
  - ii) Measure attitude of student teachers.
  - iii) Measure change in attitude of student teachers during the training.
  - iv) Compare attitude of different categories of teachers, types of teachers and teachers working in different types of schools and student

teachers under training in different types of teacher training institutions.

These explanations help and support the results of present scale of teacher's attitudes towards teaching profession to be sufficiently valid for use of measuring teacher's attitude.

## **6. MAJOR FINDINGS OF THE STUDY:**

### **6.1 Attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.**

The attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession was studied through the application of Teacher Attitude Scale (TAS) developed by J.C Goyal, 1984.

1. Majority of secondary school teachers of Lunglei District, Mizoram taken as a whole are extremely satisfied with their profession from the average score of their attitude. Mean score of 150 respondents from secondary school teachers was 49.94 and the average attitude score was 2.97. It was found that secondary school teachers under investigation had most favourable attitude towards teaching profession.
2. On the basis of difference in gender, male and female secondary school teachers were satisfied with their profession as derived from the average score of in the attitude scale. Mean score of female secondary school teachers was 66.50 and the average attitude score was 3. Mean score of male secondary school teachers was 36.94 and the average attitude score was 2.95. Male teachers were found to possess most favourable attitude towards teaching profession. At the same time, female teachers were found to possess favourable attitude towards teaching profession. The result revealed



that the mean score of female teachers was found to be higher than the male teachers.

3. On the basis of difference in school management, private and government secondary school teachers were also satisfied with their profession as was seen from their average score. Mean score of private secondary school teachers was 50.74 and the average attitude score towards their teaching profession was 2.98. Mean score of government secondary school teachers was 2.96 and the average attitude score was 49.14. Both Private and government school teachers were found to possess most favourable attitude towards teaching profession. At the same time, the mean score of private school teachers was found to be higher than the government teachers.
4. On the basis of difference in teaching experiences, secondary school teachers were extremely satisfied with their profession which was concluded from the average score in the attitude scale. Mean score of teachers from below 10 years of teaching experiences was 59.78 and average attitude score towards their teaching profession was 2.94 whereas mean score of teachers having 10-20 years of teaching experience was 51.59 and the average attitude score was 2.99. At the same time, the mean score of teachers having more than 20 years of teaching experience was 49.16 and the average score was 3. This result revealed that teachers from having 10 years of teaching experiences possessed most favourable attitude and scored the highest level of favourable attitude while teachers having more than 20 years of teaching experience while possessing favourable attitude had the lowest level in terms of attitude towards teaching profession.
5. On the basis of difference in location, rural and urban secondary school teachers were also satisfied with their profession from the average score they obtained in the attitude scale. Mean score of rural secondary school teachers

was 48.93 and the average attitude score towards their teaching profession was 1.47 whereas mean score of urban secondary school teachers was 50.45 and the average attitude score was 2.99. Both rural and urban teachers were found to possess most favourable attitude towards teaching profession. However, the mean score of urban school teachers was found to be higher than the rural school teachers.

## **6.2 Comparison of the attitude of Male and Female Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession.**

It was found that Female Secondary School Teachers of Lunglei District, Mizoram were higher in their mean score which is 66.50 on the attitude scale which implied that they are lower in favourability continuum than the Male Secondary School Teachers whose mean score was 36.94. The mean score difference between the male and female secondary school teachers towards teaching profession was also found to be significant.

## **6.3 Comparison of the attitude of secondary school teachers of Lunglei District, Mizoram towards teaching profession based on school management.**

It was found that government secondary school teachers of Lunglei District, Mizoram were higher in their mean score which was 50.74 on the attitude scale than private secondary school teachers whose mean score of 49.14. However, it was a pleasure to find that both private and government secondary school teachers had most favourable attitude. The mean difference between private and government secondary school teachers towards teaching profession was also found to be not significant.

#### **6.4 Comparison of the attitude of Secondary School Teachers of Lunglei District, Mizoram towards Teaching Profession on the basis of length of service.**

It was found that secondary school teachers of Lunglei District, Mizoram having more than 20 years of teaching experience were highest in their mean score which is 59.78 on the attitude scale which implied that they were lowest in favourability continuum whereas secondary school teachers having an experience of less than 10 years had the lowest mean score of 49.16 which implied that they were highest in favourability continuum. Moreover, the mean difference between secondary school teachers of Lunglei District, Mizoram having teaching experiences less than 10 years and those having more than 20 years teaching experience was found to be significant.

#### **6.5 Comparison of the attitude of Secondary School Teachers of Lunglei District towards Teaching Profession based on locale.**

It was found out that Urban Secondary School Teachers of Lunglei District, Mizoram were higher in their mean score of 50.45 which also implied that they are lower in favourability continuum than rural secondary school teachers who had a mean score of 48.93 on the attitude scale. The mean difference between Rural and Government Secondary School Teachers towards Teaching Profession was found to be not significant.

### **6.6 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to school management**

The calculated 't' value for male and female teachers of private secondary schools in Lunglei District was 0.54 which meant that the difference between private secondary school teachers in their attitude towards teaching profession with regard to sex is not significant. At the same time, the calculated 't' value for male and female teachers of government secondary schools in Lunglei District which is 0.11 which also meant that the difference between government secondary school teachers in their attitude towards teaching profession with regard to sex is not significant.

### **6.7 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to teaching experience**

The difference in the attitude score of male and female having an experience of less than 10 years of teaching was found to be not significant. At the same time it was also found that there was no significant difference between male and female secondary school teachers of Lunglei District having an experience of 10 to 20 years as well as those having more than 20 years of teaching experience.

### **6.8 Comparison of the attitude of male and female secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to location**

The calculated 't' value for mean difference of male and female teachers when compared on the basis of location revealed that there was no significant difference between male and female secondary school teachers of both urban and rural areas in their attitude towards teaching profession.

### **6.9 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to gender**

It was found that there was no significant difference between the attitude of male teachers of private and government secondary schools of Lunglei District in their attitude towards teaching profession. At the same time, the difference between female teachers of private and government secondary schools in their attitude towards teaching profession was also found to be not significant.

### **6.10 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to teaching experience**

There was no significant difference between teachers of government and private secondary schools having an experience of less than 10 years in their attitude towards teaching profession. At the same time, among teachers having an experience of 10 – 20 years as well as more than 20 years also showed no significant difference in their attitude towards teaching profession.

### **6.11 Comparison of the attitude of government and private secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to location**

There is no significant difference between teachers of government and private secondary schools of rural in their attitude towards teaching profession. The same finding of no significant difference is also found with teachers of government and private secondary schools of rural areas in their attitude towards teaching profession.

### **6.12 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards Teaching Profession with regard to gender**

No significant difference was found in the attitude among male and female secondary school teachers of Lunglei District when compared on the basis of their teaching experiences.

### **6.13 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards Teaching Profession with regard to school management**

No significant difference was found in the attitude of secondary school teachers of both government and private schools Lunglei District when compared on the basis of their teaching experiences.

**6.14 Comparison of the attitude among secondary school teachers of Lunglei District, Mizoram having different levels of teaching experience towards Teaching Profession with regard to location**

No significant difference was found in the attitude of secondary school teachers of both rural and private locations of Lunglei District when compared on the basis of their teaching experiences.

**6.15 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to gender**

No significant difference was found in the attitude of male and female secondary school teachers of Lunglei District towards teaching profession when compared on the basis of their location.

**6.16 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to school management**

No significant difference was found in the attitude of secondary school teachers of government and private schools of Lunglei District towards teaching profession when compared on the basis of their location.

### **6.17 Comparison of the attitude among urban and rural secondary school teachers of Lunglei District, Mizoram towards Teaching Profession with regard to teaching experience**

No significant difference was found in the attitude of secondary school teachers of Lunglei District having different levels of teaching experiences, towards teaching profession when compared on the basis of their location.

## **7. DISCUSSION**

1. It is a pleasure to find that teachers of secondary schools in Lunglei District had favourable attitude towards teaching profession. As teaching involves lots of activities, it is important that those who are in this profession should have positive or favourable attitude in order to do justice to their chosen profession. This finding of positive attitude also corresponds with the finding of Saran (1975) and Maheshwari (2014), but contradicts with the finding of Hussain et.al (2011).
2. Although there were differences in the mean score of the different categories of respondents, it was encouraging to find that the differences found were not significant and that the overall attitude was found to be favourable. This finding of non-significant difference is not in agreement with the findings of Prasad (2013) who found significant differences between gender but is also in agreement with the findings of Sharma (2016).
3. The finding that the attitude scores of teachers having more experience was lower than those having less experience are something of concern. With more experience, it is expected that teachers must be having more favourable attitude towards their profession. The reason for the decline in



favourableness of attitude towards teaching profession with teaching experience must be deliberated and discussed at appropriate levels. In contrast to this finding, Elena et.al (2016) found that teaching experience had nothing to do with favourable or unfavourable attitude towards teaching profession.

## **8. SUGGESTIONS FOR FURTHER STUDIES:**

As the present study was conducted covering a very limited area as well as objectives, the following suggestions are made for researchers interested to have further research on related topics and areas as follows:

1. Similar study on attitude of secondary school teachers towards teaching profession can be taken up on a larger scale covering more districts.
2. Comparative study of attitude towards teaching profession among different levels of education in Mizoram may be taken up.
3. Co-relational study on attitude towards teaching profession and job satisfaction may be taken up.
4. Attitude of prospective teachers towards teaching profession in relation to their academic achievement may be taken up.
5. A comparative study among teachers of various levels of education on their attitude towards teaching profession would be an important and interesting topic

## **9. CONCLUSION:**

From the present study, we can conclude that majority of secondary school teachers of Lunglei District, Mizoram taken as a whole are extremely satisfied with their profession. Teachers should be generally happy in their profession because teaching is an interesting job. The task of a teacher is tremendous and at the same time fruitful to the society as well as the nation. Without teachers, one cannot fathom what kind of education one will receive. Teachers are the mother and father of education for everybody, they are the ones who assist the youths to gain more knowledge so that they can live in a meaningful ways. We should not ignore them, we should not insult them, instead we have to obey and respect them.

On the other hand, teacher effectiveness is the single most important school based factor in student success. If teachers are to be effective, their initial training will have to be effective. Due to this, the investigator considered the study of the attitude of secondary school teachers regarding their profession, whether they are interested in their profession or not as very important because teachers are very important for the students' future, since students are the future of the nation.