
Attitude of Secondary School Teachers towards Teaching Profession in Mizoram

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ABSTRACT

Teaching profession is different from other profession. Teacher should be a friend, a philosopher and a guide to the students. Student's learning is affected by the teachers' attitude towards teaching. Seeing that the future of the students is in the hands of the teachers, it is essential to find out the attitude of teachers since they are the ones who are responsible in shaping our future generations. The main objective of this study was to find out the attitude of secondary school teachers towards teaching profession with reference to gender, length of teaching experience and their age group. The sample consists of 453 teachers (281 males & 172 females) 'Attitude scale towards teaching profession' developed by the investigator was employed to collect data. Findings show that majority of secondary school teachers have neutral attitude towards teaching profession; that female teachers possess a higher attitude towards teaching profession than the male teachers; and that old aged teachers have a more favourable attitude towards teaching profession than the younger teachers. Measures to improve attitude of teachers towards teaching profession are suggested.

INTRODUCTION

A teacher plays an important role towards development of a nation because it is the teacher who takes the crucial role of transacting new knowledge to the students in the formal setting of the classroom. The personality, character, devotion to the profession of the teacher will determine the production of the educational system of a country. It is thus important that a thorough study of the teacher's attitude towards his or her profession is conducted in order to find out whether he or she has positive or negative attitude towards his or her profession as this will determine the development of the country in the end. The present study is intended to find out the attitude of secondary school teachers in Mizoram towards teaching profession.

RATIONALE

There has been no attitudinal study made in Mizoram towards teaching profession nor has any attitude scale towards teaching profession been constructed for the teachers in the state. Hence, it is especially relevant that a study of such kind is conducted. Moreover, the results will highlight measures needed to be taken for improvement of teachers' attitude towards teaching profession. If teachers' attitudes are improved it will definitely bring about improvement in the total educational scenario in the state.

OBJECTIVES

1. To find out the attitude of secondary school teachers towards teaching profession.
2. To compare the attitude of secondary school teachers towards teaching profession with reference to their gender.
3. To compare the attitude of secondary school teachers towards teaching with reference to their length of teaching experience
4. To compare the attitude of secondary school teachers towards teaching profession with reference to their age.

HYPOTHESES

1. There are no significant differences in the attitude of secondary school teachers in Mizoram towards teaching profession with reference to their gender, length of teaching experience and their age group.

SAMPLE OF THE STUDY

The sample for the present study consists of 453 teachers (281 males & 172 females) selected from secondary schools of all the districts of Mizoram.

TOOLS USED

An Attitude Scale towards Teaching Profession developed by the researcher was employed for collection of data.

ANALYSIS AND INTERPRETATION

Objective no 1: To find out the attitude of secondary school teachers in Mizoram towards teaching profession:

The following table no. 1 shows the number and percentages of teachers' attitude towards teaching profession.

Table no. 1 Attitude of secondary school teachers in Mizoram towards teaching profession

Attitude	No. of teachers	Percentage
Favourable attitude	93	20.53%
Neutral attitude	281	62.03%
Unfavourable attitude	79	17.44%

Table no. 1 shows that out of the total number of sample, i.e. 453 teachers, 20.53% have favourable attitude towards teaching profession. 63.03% have neutral attitude towards teaching profession and 17.44% have unfavourable attitude towards teaching profession.

Discussion

Although by and large, majority of people have a tendency to have a fairly neutral attitude toward most things, it is rather surprising that majority of teachers in the present study have

neutral attitude towards their teaching profession, One actually expects teachers to have positive attitude towards their own teaching profession. One possible reason could be because many teachers do not think of school teaching as a profession since they enter the teaching job by chance. Most teachers enter this profession only when they could not find any other job. Besides many private schools recruit teachers with poor academic record who are not trained and who did not have any aptitude for teaching, just because they can hire them with lesser wages. Therefore, these could be the plausible reason why so many secondary school teachers in Mizoram have neutral attitude towards their chosen profession.

Objective no 2: To compare the attitude of secondary school teachers towards teaching profession with respect to their gender:

The following table no. 2 shows the gender difference in the attitude of secondary school teachers in Mizoram towards teaching profession.

Table no. 2 Gender difference in the attitude of secondary school teachers towards teaching profession

Gender	Number	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Male teachers	281	66.91	7.219	1.444	.725	.047	.05
Female teachers	172	68.35	7.655				

Table no. 2 illustrate that there is significant difference in the attitude of secondary school teachers in Mizoram with reference to their gender. Female teachers have higher mean scores than the male teachers indicating that female teachers have a higher attitude towards teaching profession than the male teachers.

Discussion

Teachers are those who influence a student's life the most after their own parents. It is very difficult to judge the quality of teaching based on gender. A male or a female teacher can be equally good. The present investigation found that female teachers have significantly higher attitude towards teaching profession than male teachers. Possibly female teachers feel that teaching acquaints them with the wealth of knowledge in different areas of life than the male teachers. The reason could also be because of stereotyping belief that teaching is a feminine job. Perhaps female teachers feel that the job is more appropriate for them.

Objective no 3: To compare the attitude of secondary school teachers towards teaching profession with respect to their teaching experience

Teachers were categorized into three groups on the basis of their teaching experience as follows:

Teaching experience	Categorized Groups
Below 5 years	Less experienced teachers
Between 5-25 years	Middle experienced teachers
Above 25	More experienced teachers

(a) Difference in the attitude towards teaching profession between less experienced teachers and middle experienced teachers

The following table no. 3 shows the difference in the attitude towards teaching profession between less experienced teachers and middle experienced teachers.

Table no. 3 Comparison between less experienced teachers and middle experienced teachers in their attitude towards teaching profession

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig level
Less experienced teachers	139	67.37	6.914	.181	.745	.808	NS
Middle experienced teachers	275	67.19	7.615				

Between the less experienced teachers and middle experienced teachers, the difference in their attitude towards teaching profession is not significant at any level as can be seen in Table no. 3.

(b) Difference in the attitude towards teaching profession between less experienced teachers and more experienced teachers

The following table no. 4 shows the difference in the attitude towards teaching profession between less experienced teachers and more experienced teachers.

Table no. 4 Comparison between less experienced teachers and more experienced teachers in their attitude towards teaching profession

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig level
Less experienced teachers	139	67.37	6.914	2.267	1.338	1.694	NS
More experienced teachers	39	69.64	7.510				

Table no. 4 shows that the difference in the attitude towards teaching profession between less experienced teachers and more experienced teachers is not significant.

(c) Difference in the attitude towards teaching profession between the middle experienced teachers and more experienced teachers

The following table no. 5 shows the difference in the attitude towards teaching profession between middle experienced teachers and more experienced teachers.

Table no. 5 Comparison between middle experienced teachers and more experienced teachers in their attitude towards teaching profession

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Middle experienced teachers	275	67.19	7.615	2.448	1.287	1.902	NS
More experienced teachers	39	69.64	7.510				

The above table, table no. 5 indicates that between middle experienced teachers and more experienced teachers, the difference in their attitudes towards teaching profession is not significant.

Objective no 4: To compare the attitude of secondary school teachers towards teaching profession with respect to their age

The school teachers were also categorized on the basis of their age group as follows:

Age range	Categorized Groups
Below 30 years	Young aged teachers
Between 30-49 years	Middle aged teachers
50 years and above	Old aged teachers

(a) Difference in the attitude towards teaching profession between young aged teachers and middle aged teachers.

The following table no. 6 shows the difference in the attitude towards teaching profession between young aged teachers and middle aged teachers.

Table no. 6 Comparison between young aged teachers and middle aged teachers in their attitude towards teaching profession

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig level
Young aged teachers	144	67.22	7.187	.106	.754	.140	NS
Middle aged teachers	258	67.12	7.367				

From table no. 6 it has been found that there is no significant difference between young aged teachers and middle aged teachers with respect to their attitudes towards teaching profession.

(b) Difference in the attitude towards teaching profession between young aged teachers and old aged teachers.

The following table no. 7 shows the difference in the attitude towards teaching profession between young aged teachers and old aged teachers.

Table no. 7 Comparison between young aged teachers and old aged teachers in their attitude towards teaching profession

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig level
Young aged teachers	144	67.22	7.187	2.641	1.265	.040	.05
Old aged teachers	51	69.86	7.957				

Table no. 7 shows that the difference in the attitude towards teaching profession of young aged teachers and old aged teachers is significant at .05 level. Old aged teachers possess a higher attitude towards teaching profession than young aged teachers.

Discussion

Teachers below the age of 30 years are still young and adventurous, still seeking for better paid and prestigious jobs. Teachers who are 50 years and above no longer have the enthusiasm of the youths below 30 years and their age no longer allows them to look for better employment. This is probably the reason why old aged teachers have more favourable attitude towards teaching profession than young aged teachers who are below 30 years.

(c) Difference in the attitude towards teaching profession between middle aged teachers and old aged teachers.

The following table no. 8 shows the difference in the attitude towards teaching profession between middle aged teachers and old aged teachers

Table no. 8 Comparison between middle aged teachers and old aged teachers in their attitude towards teaching profession

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig level
Middle aged teachers	258	67.12	7.367	2.746	1.205	.027	.05
Old aged teachers	51	69.86	7.957				

Table no.8 shows that there is significant difference in the attitude of middle aged teachers and old aged teachers towards teaching profession. Old aged teachers have higher mean scores than the middle aged teachers indicating that old aged teachers have a higher attitude towards teaching profession than the middle aged teachers.

Discussion

Old aged teachers have longer teaching experience. This makes them to have strong roots in their profession. Moreover, there is no chance for them to hope for a better job with their age and long experience in teaching. Middle aged teachers on the other hand have lesser experience and do not have the strong bond with teaching as old aged teachers have. Hence it is not without a reason that middle aged teachers have lower attitude towards teaching profession than old aged teachers.

SUGGESTION

1. Younger teachers should participate in teacher training programmes more often as teachers improve their attitude towards teaching profession through training.
2. Concerned authorities should provide better working conditions in schools for all teachers. It is very important that teachers feel secure and contented in their working environment in order to have a positive attitude towards their profession. They should be made to feel proud of their working environment.
3. Teachers' attitude towards teaching could be greatly enhanced if they are given respect in the society. Teachers could be invited to speak in public, so that they contribute their expertise towards social development.
4. Teachers should allow themselves to be evaluated by their students as well as by the parents. The information will help the teachers to evaluate themselves and find out in which areas he/she needs to improve.

CONCLUSION

It has been said that no students can rise above the standards of their teachers. This signifies the important role teachers play in the lives of their students. If teachers do not have a healthy attitude towards their profession, quality education that leaders of the nation often talk about

cannot be achieved. It is the duty of the teachers themselves to raise their standards and put the teaching profession back to the position it once held in the past, where the teacher, the guru, was given the highest respect in the society which he himself truly deserved by his intellectual command over his disciples. The teacher should not expect others to work magic for him; instead he or she is the only one responsible for raising his or her quality so that quality education could be once again achieved in the country.

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